



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

English III

Prepared by:
Terri Wecht

Superintendent of Schools:

Marie C. Cirasella, Ed.D.

Director of Curriculum, Instruction, & Assessment:

Melissa Quackenbush

Approved by the Midland Park Board of Education on
August 15, 2017

CCCS born on 9/2012

Addendum 5/2016

NJSLS born on 8/2017

Grade 11 English Curriculum Overview

Grade 11 English is taught in eight units throughout the school year. The focus of the Grade 11 English curriculum is American literature and writing a variety of analytical essays. Through small and large group discussions, Socratic seminars, and projects, students will explore themes and character motivation, connecting these to their own lives as well as contemporary society. Writing throughout the year will focus on expository, narrative, and argumentative, and will emphasize editing and revision as life-long skills. Participating in this program helps students:

1. To foster strong, life-long writing skills.
2. To apply universal themes to their own lives.
3. To meet the English standards for New Jersey Public Schools.

Suggested Course Sequence*:

Unit 1: Vocabulary

Unit 2: *Hamlet*

Unit 3: Grammar

Unit 4: *The Great Gatsby*

Unit 5: Harlem Renaissance

Unit 6: Research Paper

Unit 7: *One Flew Over the Cuckoo's Nest*

Unit 8: *The Things They Carried*

Pre-Requisite: Grade 10 English

**The number of instructional days is an estimate based on the information available at this time. 1 day equals approximately 42 minutes of seat time. Teachers are strongly encouraged to review the entire unit of study carefully and collaboratively to determine whether adjustments to this estimate need to be made.*

Content Area: Language	
Unit Title: Vocabulary	
Grade Level: 11	
Unit Summary: Context is important for determining denotative and connotative meaning. Effective use of vocabulary builds knowledge and deepens understanding Interdisciplinary Connections: Science, Mathematics, Social Studies, Music, Art 21st Century Themes and Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP12: Work productively in teams while using cultural global competence.	
NJ Student Learning Standards (Content and Technology):	
CPI#:	Statement:
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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. C. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

	D. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
--	---

<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How does one determine the meaning of an unfamiliar word? • How does a writer choose the appropriate word for a particular context (purpose/style/audience)? • Why is learning new vocabulary important? • How can expanding our vocabulary help us to communicate more effectively? • How does our knowledge of vocabulary enable us to instruct, persuade, and inspire? • How does learning of new vocabulary enable us to understand what people say and write to us? • How does our knowledge of vocabulary help us to empathize with others' points of view? • How does expanding our vocabulary allow us to better understand ourselves and express ourselves with confidence? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Explore denotative and connotative meanings in student and professional writings. • Master skills on construction of meaning through textual clues. • Develop skills in applying new vocabulary words to writing.
<p>Unit Learning Targets/Objectives:</p> <p><i>Students will...</i></p> <ul style="list-style-type: none"> • Develop skills for deriving meanings of words used in complex writings. • Comprehend denotation and connotation of words. • Comprehend synonyms, antonyms, and relationships between words. • Comprehend etymology of words, including roots, suffixes, and prefixes. • Apply vocabulary learned in speaking and writing. • Practice using SAT vocabulary words in speaking and writing. 	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Exit slips • Original sentences • Quick define • Vocabulary Bingo • Kahoot! • Post-It Vocab scramble • Flashcards <p>Summative/Benchmark Assessment(s):</p> <ul style="list-style-type: none"> • Vocabulary Quizzes • Vocabulary Tests • Use in student writing <p>Resources/Materials (copy hyperlinks for digital resources):</p>	

Midland Park Public Schools

--

Modifications:*Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1	Introduce 20 vocabulary words, discussing definition, synonyms, and antonyms. Connect words to students' lives and evaluate root word and affixes.	ongoing
Lesson 2	Vocabulary games as reminders before tests/quizzes.	ongoing
Lesson 3	Quiz or Test	ongoing

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

www.getKahoot.com

Content Area: Literature, Writing**Unit Title: Hamlet: Choices and Decisions****Grade Level: 11****Unit Summary:**

Our choices and decisions have a direct relationship with the world around us. Students will look at the act of decision-making, its impact, and the consequences.

Interdisciplinary Connections:**21st Century Themes and Skills:**

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP12: Work productively in teams while using cultural global competence.

NJ Student Learning Standards (Content and Technology):

CPI#:	Statement:
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.
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. 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)
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)
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.)
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)
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.11-12.9	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.
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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.
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.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
Unit Essential Question(s): <ul style="list-style-type: none"> How can one relate the dilemma of the tragic hero in a Renaissance drama to modern life? What is the role of evil in a tragedy? In Shakespearean drama, how is sound related to sense? How does a motif enhance the meaning of a work? What is the structure of a Shakespearean tragedy? What is a tragic hero? Is Hamlet a tragic hero? Could <i>Hamlet</i> be as effective in conveying meaning without poetic use of language? Why or why not? Are sons responsible to uphold the legacies of their fathers and if so, at what cost? To what extent are humans ruled by emotion rather than reason? With what results? How does familial responsibility affect us? Does it? Why? Are Americans/humans naturally inclined to be spiritual people? Can dramatic work be interpreted in multiple ways? Why or why not? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> The pervasive use of allusion, motif, extended metaphor and symbolism can influence meaning. Foils are used to illuminate key characteristics of the protagonist. Human emotions –loyalty, revenge, duty, guilt – can know no boundaries. A sense of familial responsibility can profoundly influence human behavior. Supernatural/spiritual elements can and do play a part in many people's decisions and lifestyles. Indecision is at times the most powerful decision one can make. 	
Unit Learning Targets/Objectives: <i>Students will...</i>	

- Demonstrate the ability to understand and interpret fiction text, including drama.
- Analyze characters, settings, plots, themes, tone and style.
- Apply a variety of reading strategies to increase comprehension and to foster critical insight.
- Evaluate character through formal and informal responses to literature.
- Practice speaking skills through small group and class discussions.
- Identify moments in the text when choices are made and the consequences from those choices.
- Analyze and connect characters' experiences and actions to their own opportunities to make choices and decisions.
- Explore Shakespearean tragedy.
- Identify themes and motifs in plays.
- Follow theme of decay and deterioration through *Hamlet*.
- Identify the nature of madness.
- Interpret Shakespearean drama by analyzing and presenting a scene in *Hamlet*, translating Elizabethan language into modern discourse.
- Compose essays addressing the essential questions to process knowledge and clarify thinking regarding the play *Hamlet*.
- Read, analyze, and critique dramatic selections by comparing and contrasting ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.
- Respond to literature using ideas and details from the text to support reactions and make literary connections.
- Analyze, interpret and evaluate the use of figurative language and imagery including symbolism, tone, and irony.
- Analyze and evaluate the relationship between and among elements of literature: character, setting, plot, tone, symbolism, rising action, climax, falling action, point of view, theme and conflict/resolution.
- Analyze the characteristics of literary forms.
- Interpret the effect of literary and structural devices.

Formative Assessments:

- Imitate Hamlet's "To be or not to be" speech
- Imitate Polonius's advice to Laertes
- Journal entries – one paragraph per scene, tracing a motif, literary terms, character analysis, quote analysis, attitude, questioning, and/or summarizing.
- Small group discussion
- Socratic Seminar
- Reading comprehension quizzes
- Identification of literary terms

Summative/Benchmark Assessment(s):

- Objective Test – Teacher generated
- Essay – in-class timed writing or longer argumentative essay

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions

drawing, as an explanation <ul style="list-style-type: none"> Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications <p><i>English Language Learners</i></p> <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions Accept participation at any level, even one word 	<ul style="list-style-type: none"> Provide rewards as necessary <p><i>Gifted and Talented Students</i></p> <ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement
--	--

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Characters, Themes, Literary Terms	Introduce <i>Hamlet</i> , characters, literary terms, and themes.	2 days
Motifs	Trace motifs in the play, keeping a journal of discoveries	3 weeks
Language and Plot	Interpret language and action of play, performing scenes from the play.	3 weeks
Film Evaluation	Evaluate different film versions of <i>Hamlet</i> , discussing pivotal scenes.	2 weeks
Character motivation	Discussion of decision-making and Hamlet's inability to act.	1 week
Syntax, Diction, Parody	Analyze syntax and diction of speeches and soliloquys, creating a parody of one speech.	2 weeks
Seminar Discussion	Socratic seminar discussion – what is your familial responsibility? How does it affect you and Hamlet?	1 week

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

Amir, On. "Tough Choices: How Making Decisions Tires Your Brain: Scientific American." *Tough Choices: How Making Decisions Tires Your Brain: Scientific American*. Scientific American, 22 July 2008. Web. 25 June 2012.

<<http://www.scientificamerican.com/article.cfm?id=tough-choices-how-making>>.

Axelrod, Alan. *Profiles in Audacity*. http://books.google.com/books/about/Profiles_in_Audacity.html?id=K55xk6s7aj0C. New York, NY: Sterling, 2006. Google Books. Web. 09 July 2012.

<http://books.google.com/books/about/Profiles_in_Audacity.html?id=K55xk6s7aj0C>.

Hamlet. Dir. Franco Zeffirelli. Perf. Mel Gibson, Glenn Close and Alan Bates. Warner Home Video, 1990. DVD.

Hamlet. Dir. Gregory Doran. Perf. Patrick Stewart and David Tennant. BBC, 2009. DVD.

Hamlet. Dir. Kenneth Branagh. Perf. Kenneth Branagh. Warner Home Video, 1996. DVD.

Shakespeare, William, Barbara A. Mowat, and Paul Werstine. *The Tragedy of Hamlet, Prince of Denmark*. New York: Washington Square, 2003. Print.

Trachtenberg, Stephen Joel, and Richard D. Kahlenberg. "Should Colleges Consider Legacies in the Admissions Process?" *Wall Street Journal*. Wall Street Journal, 25 June 2012. Web. 9 July 2012.

<<http://online.wsj.com/article/SB10001424052970204653604577249230164868846.html?KEYWORDS=making+decisions#articleTabs%3Darticle>>.

Content Area: Language, Writing	
Unit Title: Grammar	
Grade Level: 11	
Unit Summary: In order to write clearly and succinctly, students must understand the basic rules of grammar and mechanics. This unit will explore syntax, diction, and punctuation, identifying and applying the concepts into the students' own writing.	
Interdisciplinary Connections: Social Studies, Music, Art	
21st Century Themes and Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP12: Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	Statement:
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.
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.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
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. A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use

	<p>information.</p> <p>F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>
8.2 Technology Education	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.</p> <p>B. Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</p>
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What is the purpose of applying grammar and mechanics? How does an understanding of the rules and conventions of grammar help one communicate effectively? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> Written communication and proper grammar mechanics promote fluency of communication. </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Comprehend 4 types of sentences. Apply knowledge of 4 types of sentences in writing. Comprehend phrases and clauses Comprehend fragments, run-ons, and comma splices Apply knowledge of avoiding fragments, run-ons, and comma splices. Comprehend various uses of commas, semicolons, colons, and dashes in writing. Apply knowledge of commas, semicolons, colons, and dashing in writing. 	
Formative Assessments: <ul style="list-style-type: none"> IXL assignments Worksheets 	
Summative/Benchmark Assessment(s): <ul style="list-style-type: none"> Objective Test – Teacher generated Essay – throughout the year 	
Resources/Materials (copy hyperlinks for digital resources):	
Modifications: <div> <div> Special Education Students <ul style="list-style-type: none"> Allow errors Rephrase questions, directions, and explanations Allow extended time to answer questions, and permit drawing, as an explanation Accept participation at any level, even one word Consult with Case Managers and follow IEP accommodations/modifications </div> <div> English Language Learners <ul style="list-style-type: none"> Assign a buddy, same language or English speaking Allow errors in speaking Rephrase questions, directions, and explanations Allow extended time to answer questions </div> <div> At-Risk Students <ul style="list-style-type: none"> Provide extended time to complete tasks Consult with Guidance Counselors and follow I&RS procedures/action plans Consult with classroom teacher(s) for specific behavior interventions Provide rewards as necessary </div> <div> Gifted and Talented Students <ul style="list-style-type: none"> Provide extension activities Build on students' intrinsic motivations Consult with parents to accommodate students' interests in completing tasks at their level of engagement </div> </div>	

- Accept participation at any level, even one word

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Phrases & Clauses	Define phrases and clauses. Identify in worksheets	2 days/ongoing throughout year
4 types of sentences	Discuss 4 types of sentences and identify in worksheet	2 days/ongoing throughout year
Fragments, Run-ons, Comma Splices	Discuss fragments, run-ons, and comma splices and ways to avoid these in writing.	3 days/ongoing throughout year
Comma rules	Discuss rules for comma use.	3 days/ongoing throughout year
Semicolon and Colon	Discuss rules for semicolon and colon use.	2 days/ongoing throughout year

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

IXL Subscriptions – students have individual accounts.

Content Area: Literature, Writing	
Unit Title: Gatsby: The American Dream: Myth or Mystique?	
Grade Level: 11	
Unit Summary: Students will look at the American Dream in the context of a period of cynicism that has influenced modern society. Students will also use this as a unit to evaluate their own place within the Dream and the American Dream's place as we move into a new century.	
Interdisciplinary Connections: Social Studies, Art, Music	
21st Century Themes and Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP12: Work productively in teams while using cultural global competence.	
NJ Student Learning Standards (Content and Technology):	
CPI#:	Statement:
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.
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.
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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
RI.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.
RI.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. RI.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)

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)
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.)
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)
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.11-12.9	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.
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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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 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.
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.
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.

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 a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
8.1 Educational Technology	<p>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.</p> <ul style="list-style-type: none"> A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Unit Essential Question(s):

- What is the American Dream?
- How has the concept of the American Dream changed in literature through the years?
- How is the concept of the American Dream different for different people?
- What are some of the struggles that people have to endure in order to achieve the American dream?
- What are the freedoms that people are looking for?
- How has the face of America changed over time and how has that influenced the realization of the American Dream?
- Is the American Dream a destructive or empowering force, or a combination of both?
- Is the American Dream the same for ALL Americans? Why or why not?
- How are real life situations and circumstances portrayed in novels that reflected the Roaring Twenties, the Great Depression and the aftermath of wars?
- In which ways does Fitzgerald portray the Roaring Twenties in the areas of searching for the American dream, analyzing the life styles of the rich and powerful, and contrasting the impoverished existence of many?
- How does Fitzgerald use symbolism to reflect and emphasize the contrast between rich and poor?
- How do we define class beyond just economic status?
- What is the relationship between power and economic influence?
- How can we resolve the class imbalance that exists today?
- What role does class play in limiting the American Dream?

Unit Enduring Understandings:

- What is the American Dream?
- Is the American Dream alive today?
- What makes a person happy?
- Do people need money to be happy and successful?

Unit Learning Targets/Objectives:

Students will...

- analyze the state of the American Dream
- evaluate own American Dream
- comprehend reasons people achieve the American Dream
- comprehend limitations in achieving the American Dream
- comprehend history of 1920's
- evaluate class distinctions in 1920's (old money vs. nouveau riche) and today
- analyze influence of Fitzgerald's life upon the novel
- analyze the role of WWI in Gatsby's society
- create an original thesis and synthesize information on the American Dream today
- analyze Fitzgerald's use of literary devices to develop tone
- analyze Fitzgerald's use of characterization
- evaluate own attitudes towards man's greed and ambition
- evaluate interpretations and responses of poets to American Dream
- create own poem in response to selected poets
- create a newspaper article on one event in the novel

Formative Assessments:

- reading/dialectical journal
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion

- exit responses
- group work observation
- newspaper article
- comprehension quizzes
- literary analysis of passage
- annotation of American Dream articles
- chart identifying characterization techniques
-

Summative/Benchmark Assessment(s):

- Objective Test – Teacher generated
- Essay – in-class timed writing analyzing literary devices in a given passage essay

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1	Defining the American Dream. View John Stossel 2:43 segment "Earned Success". Discuss. Define initial version of American Dream, read Meacham and Kamp articles. Discuss. Read "Declaration of Independence" and listen to Pres. Obama's acceptance speech. Discuss.	1 week
Lesson 2	Introduce poetry – Whitman, Hughes, and Alvarez. Discuss message, motifs, and poetic devices. Students create own poem in response.	1 week
Lesson 3	Introduce literary terms for the novel, and discuss methods authors use to develop tone, methods of characterization (direct, indirect, expository, dramatic, visual description/physical description, visual traits.), imagery, syntax, and diction, and unreliable narrator.	2 weeks
Lesson 4	Analyze character motivations, setting, point of view	2 days
Lesson 5	Analyze passages from the novel, identifying tone and methods of developing tone	3 days
Lesson 6	Relating American Dream and corruption of American Dream to own life. View political cartoons and discuss state of today's American Dream.	1 week
Lesson 7	Writing newspaper articles. Analyze elements of different types of news articles. Write one article about one event in novel.	2 days
Lesson 8	Rhetorical analysis essay of one passage from <i>The Great Gatsby</i> .	1 week

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

- Alvarez, Julia. "IIP Digital | U.S. Department of State." *I, Too, Sing America*. U.S. Department of State, 22 May 2008. Web. 25 June 2012.
<http://iipdigital.usembassy.gov/st/english/publication/2008/06/20080625200016eaifas0.5940515.html>.
- Fitzgerald, F. Scott, and Matthew J. Bruccoli. *The Great Gatsby*. New York: Scribner, 1996. Print.
- The Grapes of Wrath*. Dir. John Ford. By Nunnally Johnson. Perf. Henry Fonda and John Carradine. 20th Century Fox Film Corp., 1940. DVD.
- The Great Gatsby*. Dir. Jack Clayton. Perf. Robert Redford and Mia Farrow. Paramount Pictures, 1974. DVD.
- Herbert, Bob. "Hiding From Reality." *The New York Times*. The New York Times, 20 Nov. 2010. Web. 09 July 2012.
<http://www.nytimes.com/2010/11/20/opinion/20herbert.html>.
- Hughes, Langston. "I, Too." *Poets.org*. The Academy of American Poets, n.d. Web. 25 June 2012.
<http://www.poets.org/viewmedia.php/prmMID/15615>.
- Jefferson, Thomas. "The Declaration of Independence." *USHistory.org*. Independence Hall Association, 1999. Web. 25 June 2012. <http://www.ushistory.org/declaration/document/>.
- Kamp, David. "Rethinking the American Dream." *Vanityfair.com*. Vanity Fair, Apr. 2009. Web. 25 June 2012.
<http://www.vanityfair.com/culture/features/2009/04/american-dream200904>.
- Meacham, Jon. "The American Dream: A Biography." *Time*. Time, 21 June 2012. Web. 25 June 2012.
http://www.time.com/time/specials/packages/article/0,28804,2117662_2117682_2117680,00.html.
- Obama, Barack. "Acceptance Speech." Democratic National Convention. Denver. Aug. 2008. Speech.
- "People Like Us." *PBS*. PBS, n.d. Web. 09 July 2012. <http://www.pbs.org/peoplelikeus/about/index.html>
- Stossel, John. "Earned Success." *20/20*. ABC. ABC, New York, NY, 24 Sept. 2010. Television.
- Thomas, Cal. "Is the American Dream Over?" *Townhall.com*. N.p., 23 Nov. 2010. Web. 09 July 2012.
http://townhall.com/columnists/calthomas/2010/11/23/is_the_american_dream_over.
- Whitman, Walt. "I Hear America Singing." *Poets.org*. The Academy of American Poets, n.d. Web. 25 June 2012.
<http://www.poets.org/viewmedia.php/prmMID/15752>.

Content Area: Literature, Writing**Unit Title: The American Dream Redefined: The Harlem Renaissance****Grade Level: 11****Unit Summary:**

Although the Harlem Renaissance raised many questions regarding boundaries and labels for both the place and the time that African American artists were “reborn,” it essentially examined the core concepts of the American Dream. The writers of the Harlem Renaissance challenged the American Dream by questioning exactly what hard work, courage, and determination can obtain. While the Harlem Renaissance produced writers of strong work ethic as well as those willing to challenge the strictures of society, their renaissance was the reshaping of what it means to be a black American. The collective voice of the Harlem Renaissance reshaped the faith of the American Dream by creating power through language and music.

Interdisciplinary Connections: Social Studies, Music, Art**21st Century Themes and Skills:**

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP12: Work productively in teams while using cultural global competence.

NJ Student Learning Standards (Content and Technology):

CPI#:	Statement:
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.
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. 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)
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)
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.)
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)
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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
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.
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 a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
8.1 Educational Technology	<p>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.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What is the American Dream? How did the Harlem Renaissance help shape American culture? How did the Harlem Renaissance redefine the American Dream? How does Harlem as a living space encourage/break down the idea of the American Dream? How do writers view Harlem as a land of dreams? How do Harlem Renaissance authors portray the dreams and realities of African Americans in Harlem? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> What is the American Dream? Is the American Dream attainable for all? How do the arts reflect, as well as shape, a community and its culture? What challenges or difficulties might a writer face when writing for public that does not value his/her culture? How do writers, artists, and musicians reflect the collective voice of a community? </div> </div>	
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> analyze the state of the American Dream for African Americans analyze poetry and poetic devices apply interpretative reading strategies comprehend rise of jazz and the blues evaluate artists of Harlem Renaissance compare writing of Harlem Renaissance writers to other American writers analyze the effect of racism on the work of African-American writers evaluate writers, artists, and musicians from the Harlem Renaissance create multimedia presentation on Harlem Renaissance culture 	

Formative Assessments:

- reading/dialectical journal
- imitate a poet's style in an original poem
- analyze Harlem Renaissance poem, identifying tone and literary devices
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- group work observation

comprehension quizzes

Summative/Benchmark Assessment(s):

- Poetry
- Multimedia presentation

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1	Defining the Harlem Renaissance. Read Paul Lawrence Dunbar poetry.	2 days
Lesson 2	Introduce poetry of Langston Hughes, Countee Cullen, James Weldon Johnson, Claude McKay and poetic devices.	3 days
Lesson 3	Jazz and Blues – Louis Armstrong, Duke Ellington, The Cotton Club	3 days
Lesson 4	Harlem Renaissance Artists – Palmer Hayden, Jacob Lawrence, Aaron Douglas	2 days
Lesson 5	Multi-media presentation – life in Harlem during the Harlem Renaissance	1 week
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: Beers, G. Kylene. <i>Elements of Literature. Fifth Course Literature of the United States with Literature of the Americas.</i> Austin, TX: Holt, Rinehart and Winston, 2003. Print. <i>The Gift: Ken Burns' Jazz, Part 2.</i> Dir. Ken Burns. PBS, 2000. DVD. <i>Gumbo: Ken Burns' Jazz, Part 1.</i> Dir. Ken Burns. PBS, 2000. DVD.		

Content Area: Literature, Writing**Unit Title: Research Paper - Argumentative Essay****Grade Level: 11****Unit Summary:**

Research can be used to support, challenge, refine, and inspire personal ideas. Information to gain or expand knowledge can be acquired through a variety of sources. Using sources that are reliable result in convincing arguments. Research is powerful in persuading and communicating.

Students will understand strategies of research and citation as well as how to conduct “conversations” with diverse sources. Students will understand ways to go beyond simple regurgitation of expert opinions and synthesis information into a coherent thesis of their own design.

Interdisciplinary Connections: Science, Social Studies, Economics**21st Century Themes and Skills:**

CRP2: Apply appropriate academic and technical skills.

CRP4: Communicate clearly and effectively and with reason.

CRP12: Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#:	Statement:
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.
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.11-12.7	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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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 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.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
8.1 Educational Technology	<p>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.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>
<div> <div> Unit Essential Question(s): <ul style="list-style-type: none"> What makes an effective topic for research? What characteristics make a source reliable and legitimate for research? How can one sort and arrange information (using graphic organizers or outlines)? When, how, and why does one give credit for information used? How does a writer effectively use ethos, pathos, and logos in writing? How does a writer use persuasive techniques in writing an argumentative essay? What are the advantages of tailoring writing based on audience? How can ideas from research be developed into an effective thesis? </div> <div> Unit Enduring Understandings: <ul style="list-style-type: none"> After reading various sources (including the primary source), researchers create a focus for further investigation. Researchers investigate a variety of authoritative resources then follow MLA format to document these resources correctly. Researchers create an organized notetaking system, outlines, and multiple drafts to effectively organize information. Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts. </div> </div>	

Unit Learning Targets/Objectives:

Students will...

- Complete a selected research paper or project.
- Locate information using appropriate sources and strategies.
- Develop methods of organizing research into a draft.
- Master correct adaptation of material into their own ideas and responses.
- Master correct citation for in-text citation and for works cited.
- Explore revision and editing techniques and apply to their own papers.
- Develop and revise thesis based on research.
- Develop the ability to discern between valid and invalid sources and on-line sites.
- Develop strong support and convincing arguments for thesis.
- Develop persuasive techniques in defending the thesis.
- Master the ability to incorporate research without plagiarizing.
- Master MLA format.

Formative Assessments:

- Notecards
- Organizer (graphic, outline, etc)
- Research paper proposal
- Thesis statement evaluation
- Rough draft
- Works Cited
- Annotated Bibliography

Summative/Benchmark Assessment(s):

- Final draft of research paper

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1	Introduce research paper topics and requirements. Possible topics include a psychological criticism and an historical criticism. Students will conduct preliminary research and develop findings into a tentative core question.	2 weeks
Lesson 2	Students created annotated bibliography with specific notes from each source on separate organizers. Students will develop a research proposal and thesis statement based on research.	2 weeks
Lesson 3	Students create outlines based on research.	1 week
Lesson 4	Students will review correct MLA formatting, in-text citations, and works cited. Overview lesson on paraphrasing, summarizing, and quoting.	2 days
Lesson 5	Peer editing and revision.	2 days
Lesson 6	Students submit final draft of paper.	1 week
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit: "Guide to Grammar and Writing." <i>Guide to Grammar and Writing</i> . Capital Community College Foundation, 2004. Web. 26 June 2012. < http://grammar.ccc.commnet.edu/grammar/ >. "The Online Writing Lab at Purdue (OWL)." <i>Purdue University Online Writing Lab (OWL)</i> . Purdue University, 1995. Web. 26 June 2012. < http://owl.english.purdue.edu/ >. Simmons, Robin L. "Grammar Bytes!" <i>Grammar Bytes! Grammar Instruction with Attitude</i> . N.p., 1997. Web. 26 June 2012. < http://www.chompchomp.com/ >.		

Content Area: Literature, Writing	
Unit Title: <i>One Flew Over the Cuckoo's Nest</i> : Inhumanity, Alienation, and Mental Health	
Grade Level: 11	
Unit Summary: Students will look at the way power corrupts, the power of the government over the individual, and the responsibilities of the individual in society. <i>One Flew Over the Cuckoo's Nest</i> shows the impact of the modern industrial world on traditional values and the human spirit. Human wants and needs can be powerful and even destructive forces in life's journey.	
Interdisciplinary Connections: Social Studies, Music, Art	
21st Century Themes and Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP12: Work productively in teams while using cultural global competence.	
NJ Student Learning Standards (Content and Technology):	
CPI#:	Statement:
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.11-12.5	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.
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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
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.
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. 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)
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)
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.)
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

Midland Park Public Schools

	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)
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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.
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 a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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.
8.1 Educational Technology	<p>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.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p>

	<p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>E. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>F. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>
8.2 Technology Education	<p>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p> <p>A. The Nature of Technology: Creativity and Innovation Technology systems impact every aspect of the world in which we live.</p> <p>B. Technology and Society: Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.</p>
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> What does the individual learn from success and failure? Is power, by its nature, corruptive? How do individuals respond to adversity and how does their response affect the greater society? What causes societies to become unjust and how do individuals respond to injustice? What responsibility does society have to preserve the dignity of its members? How does experience shape an individual? How is the journey a metaphor for life? How can attitude influence life's journey? How do literary devices and conventions affect perspectives and messages in a work of literature? How does the message of the text apply to the past historical events, personal lives and the world at large? How do tensions and animosities affect relationships? In what ways are the names and places symbolic? Does the protagonist have to win in order to be considered successful? Do the ends always justify the means? Why is power so attractive? Is power, by its nature, corruptive? What makes a leader effective? Why is leadership necessary in society? How do individuals acquire power? How does an individual find a place in the world? How does experience shape an individual? What does it mean to be human? What does it mean to be responsible for one's actions? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> Humans can have a lust for power and control. Humans are capable of reaching great heights as well as great depths. Societies create mechanisms to deal with natural human desires. Power can corrupt humans. Humans have essential qualities inherent to human nature that can be judged as either powerfully good or powerfully bad. <i>One Flew Over the Cuckoo's Nest</i> shows the impact of the modern industrial world on traditional values and the human spirit. Human wants and needs can be powerful and even destructive forces in life's journey.
<p>Unit Learning Targets/Objectives:</p> <p>Students will...</p> <ul style="list-style-type: none"> comprehend techniques of characterization 	

- comprehend rise of the counter culture and the Beat Movement
- comprehend history of mental institutions and treatment of mental illness in America
- analyze individual's responsibility in society
- synthesize knowledge of writing and literature
- comprehend and apply literary devices
- evaluate sanity and insanity
- create a definition of "normal"

Formative Assessments:

- reading/dialectical journal
- open-ended free-writes (related pictorials &/or music)
- stems/quotes for reflective response
- class discussion
- exit responses
- group work observation
- newspaper article
- comprehension quizzes
-

Summative/Benchmark Assessment(s):

- Objective Test – Teacher generated
- Editorial with research

Resources/Materials (copy hyperlinks for digital resources):**Modifications:***Special Education Students*

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1950s Counter-Culture and Beat	Introduce history of 1950s counter-culture and rise of the Beat movement.	2 days

Midland Park Public Schools

Generation		
Mental Health	Trace history of treatment of mental health, including hospitalization, lobotomies, EST.	2 days
Language and Plot	Introduce literary terms for the novel, and discuss methods authors use to develop tone, methods of characterization (direct, indirect, expository, dramatic, visual description/physical description, visual traits.), imagery, syntax, and diction, anti-hero, and unreliable narrator.	2 weeks
Civil Disobedience	Discuss the need to question authority and read Thoreau, "On the Duty of Civil Disobedience" and James Duncan, "Giving Normal the Finger" (Googlebooks.com). Discuss messages and techniques.	2 days
Character motivation	Read <i>One Flew Over the Cuckoo's Nest</i> , discussing events, themes, and writing style.	2 weeks
Writing an Editorial	Review newspaper editorial styles. Write an editorial regarding the state of treating mental health today in the U.S.	3 days
Film Review	View film <i>One Flew Over the Cuckoo's Nest</i> analyzing director's choices in creating theme.	4 days

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Duncan, David James. "Giving Normal the Finger." *River Teeth*.

http://books.google.com/books?id=psyjXwIEJ8oC&pg=PT27&lpg=PT27&dq=%22giving+normal+the+finger%22+river+teeth&source=bl&ots=O2iirQN6XB&sig=IVWCgCNVV8I72tEDroTzzWhP92A&hl=en&sa=X&ei=5TeUT_i9KOGf6QGSneyqBA&ved=0CD4Q6AEwBA#v=onepage&q=%22giving%20normal%20the%20finger%22%20river%20teeth&f=false

Kesey, Ken. *One Flew over the Cuckoo's Nest*. New York: Signet, 1962. Print.

One Flew Over the Cuckoo's Nest. Dir. Milo Forman. Perf. Jack Nicholson, Louise Fletcher, Will Sampson, Brad Dourif.

MGM/United Artists Entertainment, 1975. DVD.

Content Area: Literature, Writing	
Unit Title: War – What Is It Good for? <i>The Things They Carried</i>	
Grade Level: 11	
Unit Summary: During this 5 week unit, students will explore the way perspective alters and skews truth in order to achieve an author's overarching goal of "making things present," to have readers feel on a deeper level what they main character is feeling, and ultimately for readers "to know why story-truth is truer sometimes than happening-truth." Through a series of lessons that are targeted on "story truth" versus "facts", perspective, and the role of truth in fiction, students will be asked throughout the unit to synthesize what they are learning in a series of personal essays, constructing "truthful" stories of theirs lives – personal accounts of an event, where, how, and why this event is important to them, and what it reveals about them.	
Interdisciplinary Connections: Social Studies, Music, Art	
21st Century Themes and Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason. CRP12: Work productively in teams while using cultural global competence.	
Standards (Content and Technology):	
CPI#:	Statement:
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.
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.
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.11-12.10	By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
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.
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. 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)
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)
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.)
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)
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. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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.
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.
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 a command of formal English when indicated or appropriate.
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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.
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.
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
8.1 Educational Technology	<p>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.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>E. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p>

Unit Essential Question(s):

- Can a photograph provide a truthful depiction of a person's experience?
- Can a story convey the truth of an experience?
- Can one tell a true war story?
- How does one's war experience/experience in general, work to create PTSD?
- Does a story written with verisimilitude paradoxically allow a more real depiction of a person's experience? How so?
- How do your personal priorities in life change when you encounter life of death situations?
- What defines an honorable/admirable person in the face of extreme danger?
- How do life or death situations influence your perception of the world?
- How do the lies of fiction reveal the truths of humanity? How can the falsification of a story help increase its truth? Why do we tell stories?
- How does O'Brien define a "true war story"? How do you as a reader distinguish between fact and fiction in this text?
- What is the novel's message about the effects of war on the individual/ on society? How can the lessons of Vietnam inform our world today?
- How do the stylistic devices used by O'Brien help to convey the novel's themes? What images, themes, or symbols do you see repeated in the text? What is the significance of these repeated images, themes or symbols? Why does O'Brien use repetition?
- How do stories about Vietnam complicate or contradict notions about America and the American Dream?
- What are the psychological impacts of war?

Unit Enduring Understandings:

- That truth is individual since we each have our own experiences.
- Fiction includes and draws upon elements of truth, just as truth can become fiction based on our personal experiences.
- In fiction, truth is not a matter of fact but instead how one perceives and experiences truth.
- There are multiple alternative truths to every historical event.
- Story telling/re-telling is a societal and cultural need in order to make sense of our existence and experience in the world.

Unit Learning Targets/Objectives:

Students will...

- Analyze how perspective impacts our understanding of truth
- Identify the impact of war on the lives of returning soldiers.
- Synthesize elements of a "truthful" story in a personal essay.
- Identify motifs, stylistic devices, and themes in literature.
- Analyze visual rhetoric.
- Comprehend facts of the Vietnam War and its effect on the American psyche.

Formative Assessments:

- Quizzes
- Worksheets
- Project assessments
- Article summaries
- Notebook assessments
- Responses to discussion questions

- Imitate author's writing style
- Multi-media presentation

Summative/Benchmark Assessment(s):

- Objective Test – Teacher generated
- Essay –Personal narrative essay
- Graffiti Response Journal assessments. *Students are asked to keep their general thoughts and reactions to The Things They Carried in a response journal where they are encouraged to be creative in how they respond (drawing, sketches, poems...). Along with their daily assigned reading, the teacher will also give students a short prompt to respond in their journals based on that day's discussion, which will be checked and collected periodically for a homework grade.*

Resources/Materials (copy hyperlinks for digital resources):

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions
- Accept participation at any level, even one word

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Lesson 1	Physical, emotional, and psychological burden of the things we carry and themes in <i>The Things They Carried</i> .	2 days
Lesson 2	Background of Vietnam War and 1960's America and the effects of war on soldiers, their families, and society.	3 days
Lesson 3	Visual rhetoric. View photo essays and identify "story" of each photo and methods of revealing story.	2 days
Lesson 4	Soldiers' war experiences. Interview a soldier and present your interview and research in a multimedia presentation to class.	1 week
Lesson 5	Discussion of truthful depictions of war experiences in film. Excerpt war films.	1 week
Lesson 6	Establishing voice in writing. Analyze O'Brien's writing style.	1 week
Lesson 7	Writing the personal narrative/college application essay.	2 weeks

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit:

The Abandoned Field: Free Fire Zone. Dir. Hồng Sến. Nguyễn. Perf. Toi Lam and Thuy An Nguyen. Vanguard Cinema, 1979. DVD.

Alvarez, Lizette, and Andrew W. Lehren. "Six of the Fallen, in Words They Sent Home." *The New York Times*. 25 Mar. 2008. Web. 10 July 2012. <<http://www.nytimes.com/2008/03/25/us/25dead.web.html?pagewanted=all>>.

Department. "The Things They Carry." *Time*. 20 Nov. 2006. Web. 10 July 2012. <http://www.time.com/time/magazine/article/0%2C9171%2C1558328%2C00.html>

Filkins, Dexter. "The Shrine Down The Hall: Photo Essay." *The New York Times*. 21 Mar. 2010. Web. 10 July 2012. <http://www.nytimes.com/2010/03/21/magazine/21Gilbertson-t.html?_r=1>.

Gilbertson, Ashley. "The Shrine Down the Hall." *The New York Times*. 18 Mar. 2010. Web. 10 July 2012. <<http://www.nytimes.com/interactive/2010/03/21/magazine/20100321-soldiers-bedrooms-slideshow.html>>.

The Green Berets. Dir. Ray Kellogg. Perf. John Wayne and David Janssen. Warner Home Video, 1968. DVD.

O'Brien, Tim. *The Things They Carried: A Work of Fiction*. Boston: Houghton Mifflin, 1990. Print.