

Language Arts Curriculum

Grade 11

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District Mission Statement

The mission of the Hillside Public Schools is to ensure that all students at all grade levels achieve the New Jersey Student Learning Standards and make connections to real-world success. We are committed to strong parent-community school partnerships, providing a safe, engaging, and effective learning environment, and supporting a comprehensive system of academic and developmental support that meets the unique needs of each individual.

Academic Area Overview

The Hillside Township School District is committed to excellence. We believe that all children are entitled to an education that will equip them to become productive citizens of the twenty-first century. We believe that an education grounded in the fundamental principles of Language Arts will provide students with the skills and content necessary to become our future leaders.

Language Arts is an integral component in the development of every student. Their competence in this area corresponds to their success in other academic disciplines. As such, the program is rooted in promoting awareness of how literacy is integral to their goal attainment and advancement. They have opportunities to apply grammar concepts, writing objectives and textual analysis to project creation. Children have the chance to explore areas of interests, exercise inquiry and demonstrate knowledge by constructing unit artifacts. Their ingenuity and perspectives will be respected as they assess their work and that of their peers utilizing rubrics. They will work in an environment that encourages them to take compositional risks and embraces the writing process. Unit topics correspond to text selections; novels vary according to Lexile levels. College Prep, Honors and differentiated instruction books are noted accordingly with an *H and DI* designation.

Our program provides teachers with the support and resources to diversify methodology and consistently utilize technology in daily instruction. Teachers are scheduled to meet weekly to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of views from approved development workshops and academic courses to provide students with the tools needed to maximize their potential.

Equality and Equity in Curriculum

The Hillside Township School District ensures that the district's curriculum and instruction are aligned to the NJ Student Learning Standards and addresses the elimination of discrimination and the achievement gap, as identified by underperforming school-level AYP reports for State assessment, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.

N.J.A.C. 6A:7-1.7(b): Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5; Title IX, Education Amendments of 1972

Lesson Information

Lesson Name: _____

Unit: _____

Date: _____

Lesson Data

1. Essential Questions/Enduring Understanding:
2. New Jersey Learning Standards (<i>Language Arts/Technology/21st Century</i>):
3. Knowledge: <i>Students will know how to.....</i>
4. Skills: <i>Students will be able to.....</i>
5. Assessment: <i>Evidence of Student Learning:</i>
6. Lesson Agenda (Include in Lesson Outline): <i>Anticipated Timing:</i> <i>Do Now:</i> <i>Whole Group Discussion w/Reading Comprehension Inquiries:</i> <i>Discussion Prompts:</i> <i>Journal Writing Prompts:</i> <i>Guided Reading Questions:</i> <i>Grammar Activity:</i> <i>Writing Activity:</i> <i>Technology:</i>
7.Homework:

Unit One - Informative/Expository
(Suggested Theme: American Dream/Nightmare)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Fiction and nonfiction texts present authentic themes, ideas and experiences that serve as a guide for personal understanding and reflection. ● Note taking creates material records for recall, synthesis and deeper understanding of a variety of expressions. ● Supporting documentation strengthens perspectives and positions. ● Literature reflects social issues historically, culturally, and personally. ● Entering discussions/conversations, digitally, collaboratively and orally, with peers and others informs cultural, social, political and personal perspectives, and promotes democratic participation. ● Comparative analysis in reading and writing broadens perspective and understanding. ● Written expression presents, develops and strengthens personal, social, and cultural awareness and consciousness. ● Revisiting and reflecting on expression strengthens and develops clarity and focus of message and purpose. ● Formal, standard language usage creates clarity of expression for purpose and message. 	<ul style="list-style-type: none"> ● How can we actively engage in our choices, experiences and perspectives to create our "American Dream? " ● How do we develop awareness of recognizing how our choices, experiences and perspectives can lead to an "American Nightmare? " ● How can we strengthen communication skills that enable us to engage meaningfully in discussions, digitally/orally that inform social awareness and consciousness? ● When can comparative analysis empower and inform decision making and problem solving? ● When can articulation and eloquence promote voice and opinion in personal, social, educational and professional settings?

<ul style="list-style-type: none"> ● Broadening vocabulary enhances communicative skills in reading, writing and speaking. ● Continued literacy enhancement requires consulting language reference sources and employing new vocabulary into expression. 	
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Student Knowledge - New Jersey Learning Standards (ELA and 21st Century Life and Careers) and New Jersey Core Curriculum Content Standards - Technology) Knowledge - Students will know how to.....	Student Skills - New Jersey Learning Progress Indicators Students will be able to.....
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze</p>

<p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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).</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>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.</p>
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<p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>8.1.12.A.1 Understand and use technology systems.</p> <p>8.1.12. D.3. Demonstrate personal responsibility for lifelong learning.</p> <p>9.2.12. C.1. Review career goals and determine steps necessary for attainment.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>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).</p> <p>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.</p> <p>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.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose,</p>
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<p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>Technology Standard: TECH.8.1.12 - 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>Technology Standard: TECH.8.1.12.A.CS1 - Understand and use technology systems.</p>	<p>and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12. D.3. Compare and contrast policies on filtering and censorship both locally and globally.</p>
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<p>21st Century Standard: CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>21st Century Standard: CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals.</p>	<p>9.2.12. C.1. Demonstrate knowledge of career exploration and requirements for attainment.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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 <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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Unit One Pacing Chart
Grade Eleven
Timeline: Marking Period 1

Topics	Performance Tasks Activities Projects Assessments	Suggested Resources and Interdisciplinary Connections
Expository Writing/Project (Comparative Analysis)	Expository Writing (thematic authentication) Newspaper Articles Compare/Contrast Analysis, Type1 and Type 2 Writing Process Writing (graphic organizers, peer editing Self-reflection, drafting)	Events from Historical and Contemporary America/Mass Media/Performing Arts/Science and Technology Discovery Electronic Resources: Internet Research, Microsoft Word, Chromebooks, Smart Board Lessons, E-Publishing, Google (Classroom, Drive, Sites), Oncourse Material Selection: Fiction “What you Pawn I Shall Redeem” by Sherman Alexie “Verses Upon the Burning of Our House” by Anne Bradstreet “On Being Brought from Africa to America” by Phillis Wheatley “The Night Thoreau Spent in Jail” by Jerome Lawrence and Robert E. Lee “I Too” by Langston Hughes (D.I.) The Escape (940) by Sid Fleischman “Life on the Mississippi” (1090) by Mark

		<p>Twain "Fences" by August Wilson "That Championship Season" by Jason Miller Non-Fiction "Common Sense" by Thomas Paine "On Civil Disobedience" by Henry David Thoreau Miranda v. Arizona "My Life as an Undocumented Immigrant" by Jose Antonio Vargas "St. Bernadette's Barking Dog" by Kitty Burns-Florey "Man on Wire" (Film Excerpt) "Do the Right Thing" (Spike Lee Film)</p> <p>http://www.readwritethink.org/classroom-resources/student-interactives/compare-contrast-30066.html</p> <p>Careers – Related to text used in unit</p>
Critical Reading and Text Annotations	Group Discussion, Socratic Seminars, Text Annotations, Open-ended Questions, "As I See It" Closing Activities	<p>http://www.educationworld.com/a_lessons/lesson-plan-booster/banned-books-week-censorship.shtml</p> <p>https://www.bls.gov/</p>
Internet Publishing Portfolio/Discussion Blogs	Digital Writing, Portfolio Creation, Discussion Forums (Blogs), Censorship Policies Comparative Analysis/Presentation/Collaborative Labor Statistics Digital Analysis/Discussion	<p>https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar</p> <p>http://www.stetson.edu/other/writing-program/resources/writing-intensive-courses/using-portfolios.php</p> <p>https://owl.english.purdue.edu/</p> <p>chrome-</p>

		extension://ecnpnlgnajanjnkcmpancdjoidceilk/content/web/viewer.html?source=extension_pdfhandler&file=https%3A%2F%2Fprc.parcconline.org%2Fsystem%2Ffiles%2FGrade6-11-ELA-LiteracyScoringRubric-July2015_0.pdf
Vocabulary Building Literacy Enhancement	Sentence Creation Activities, Vocabulary Quizzes, Sentence Diagramming	http://www.educationworld.com/a_lesson/lesson/lesson241.shtml

Unit Two - Narrative

(Suggested Themes: Women/Personal Transformation)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> • True and authentic character is reflected in literature, and can influence perceptions and perspectives. • Narrative text reflects humanity and creates opportunity to develop empathy. • Standard grammar usage, clear, cohesive, fluent writing and clear, effective expression are directly connected. • Biographies, letters and memoirs present narratives and personal epiphanies, transformations, accomplishments and struggles. • Revision and editing provide opportunity to develop writing to clarify purpose and strengthen message/communication. • Research informs and sharpens awareness/consciousness of social/personal/political struggles and transformations. 	<ul style="list-style-type: none"> • What role does narrative expression have in the forming and understanding of identity? • What and who create identity? • How is identity and social consciousness/awareness related? • How do actions reveal character in both literature and real life? • How can narrative expression inform, reflect and shape culture, perspectives and perceptions? • How can narrative expression evoke empathy? • Why is narrative expression important to democratic participation? • When does research inform narrative expression? • Why is narrative expression needed to understand humanity?

Student Knowledge - New Jersey Learning Standards (ELA and 21st Century Life and Careers) and New Jersey Core Curriculum Content Standards - Technology) Knowledge - Students will know how to.....	Student Skills - New Jersey Learning Progress Indicators Students will be able to.....
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings;</p>

<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>8.1.12.D.4 Exhibit leadership for digital citizenship.</p>	<p>analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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).</p> <p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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<p>8.2.12.D.6 Assess the impact of products and systems</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. 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.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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 <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full 	<p>NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.</p> <p>8.2.12.D.6 Synthesize data, analyze trends and draw conclusions</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
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<p>range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Technology Standard: TECH.8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests,</p>	<p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. 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.</p> <p>NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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 <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>E. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>F. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>G. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>H. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue;</p>
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<p>achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>Technology Standard: TECH.8.1.12.A.CS2 - Select and use applications effectively and productively.</p> <p>21st Century Standard: CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p> <p>21st Century Standard: CAEP.9.2.12.C.6 - Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.</p>	<p>resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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Unit Two Pacing Chart
Grade Eleven
Timeline: Marking Period 2

Topics	Performance Tasks Activities Projects Assessments	Suggested Resources and Interdisciplinary Connections
Close Reading Narrative Analysis (Stories, Memoirs, Letters, Biographies, Poetry, Essays).	Open-ended Questions Cornell Notes Dialectical Journals Character Study/Analysis/Creation Activities Storytelling (Visual/Linguistic) Mind Mapping Plot Timelines Shared Inquiry Interviews	<p>Interdisciplinary Connections: History, Science, Psychology, Sociology</p> <p>Electronic Sources: Microsoft Word, Smart Board, Internet, Research, Mind Map Software, Chromebooks, Google (Classroom, Sites, Drive)</p> <p>Material Selection</p> <p>Fiction “Momma Welfare Roll,” “Woman Work” by Maya Angelou “Daddy,” “Lady Lazarus,” “Mad Girl’s Love Song,” “Metaphor,” “Cut” by Sylvia Plath “The Abortion,” “The Awful Rowing Towards God” by Anne Sexton “Living in Sin” by Adrienne Rich “I died for beauty, but was scarce” by Emily Dickinson Steel Magnolias</p>

		<p> “The Slave Mother” by Frances E. Harper “Ain’t I a Woman” by Sojourner Truth “Are Women Persons” by Susan B. Anthony “What Do Women Want” by Kim Addonizio “The Mother” by Gwendolyn Brooks Wings by Arthur Kopit (D.I.) The Bell (1000) by Iris Murdoch “Almost a Woman” (1030) by Esmeralda Santiago “Quitters Incorporated” by Stephen King “The Rebel” by Mari Evans “The Negro Speaks of Rivers” by Langston Hughes “The Waking” by Theodore Roethke “The World is a Beautiful Place” by Lawrence Ferlinghetti “The Darkling Thrush” by Thomas Hardy – “The Seven Ages of Man” by William Shakespeare “An Irish Airman Foresees his Death” by William Butler Yates “Yesterday” by W.S. Merwin Inception (Film) (D.I.) Forgotten Fire (1050) by Adam Bagdasarin Atlas Shrugged (1070) by Ayn Rand </p> <p> Non-Fiction Autobiography of Malcolm X “How It Feels to Be Colored Me” by Zora Neal Hurtson “The Boy Behind the Mask” by Tom Hallman Jr. </p>
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		<p>“What to Listen for in Music” by Aaron Copeland</p> <p>Careers – Related to text used in unit</p>
<p>Narrative Writing Research (Digital Footprint, 21st Century Society/Inventions/Technology)</p>	<p>Short Story, Biography, Memoir, Character Essay, Narrative Essay, Type One/Type Two Writing, Writing Process (Brainstorming/Drafting/Peer Editing/Self-Reflection/Revising/Publishing), Visual Research Representation Display, Research Related Technology and Popular Culture Analysis, Economy/Society/Employment Research Related Analysis, Biographical Presentation, iSAFE Presentation</p>	<p>http://www.uwec.edu/ASC/resources/upload/Cornell-Note-Taking-System.pdf</p> <p>http://www.houstonisd.org/cms/lib2/TX01001591/Centricity/Domain/16378/Pre-AP%2010%20Dialectical-Journal-Handout.pdf</p> <p>http://www.greatbooks.org/wp-content/uploads/2014/12/Shared-Inquiry-Handbook.pdf</p>
<p>Vocabulary and Grammar</p>	<p>Grammar Activities (Pronoun Agreement, Subject-Verb Agreement, Parallel Structure, Active/Passive Voice), Sentence Creation Activities, Vocabulary Narratives, Vocabulary Quizzes</p>	<p>http://collinsed.com/approach/five-types-of-writing/</p> <p>http://www.isafe.org/</p> <p>http://www.state.nj.us/education/aps/cccs/career/resources.htm</p> <p>http://www.state.nj.us/education/aps/cccs/tech/resources.htm</p>

Unit Three - Research/Synthesis
(Suggested Themes: Conservation/Environment)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> • Research provides information that promotes awareness and informs consciousness for problem solving, decision making perspective development. • Opportunities for meaningful personal, educational and professional participation/growth result from being well informed. • Authors utilize their craft to inform and persuade audiences relative to topics and issues that impact and reflect society, culture and progress. • Critical literacy skills inform, shape and change society. • Democracy is promoted and strengthened when informed voices enter the conversations regarding social, educational, environmental and political issues. • Digital technology provides valuable research tools for growth and progress. 	<ul style="list-style-type: none"> • What is required to acquire meaningful knowledge? • How can informational and persuasive literature (both fiction and non-fiction) inform society, culture and environment? • What do educated individuals do in response to social/political/professional issues? • Why is it important to understand media in a social, political and cultural context? • When is strategizing needed to successfully achieve a desired result? • What does it take to engage in responsible stewardship of the earth? • How can technology refine and sharpen research for societal advancement?

Student Knowledge - New Jersey Learning Standards (ELA and 21st Century Life and Careers) and New Jersey Core Curriculum Content Standards - Technology)	Student Skills - New Jersey Learning Progress Indicators
<p style="text-align: center;">Knowledge - Students will know how to.....</p>	<p style="text-align: center;">Students will be able to.....</p>
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says</p>

<p>specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>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).</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>
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<p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>8.1.12.C.1 Contribute to project teams to produce original works or solve problems.</p> <p>NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3. 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.</p>	<p>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.</p> <p>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).</p> <p>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.</p> <p>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.)</p> <p>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.</p> <p>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.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>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.</p>
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NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Technology Standard: TECH.8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Technology Standard: TECH.8.1.12.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

21st Century Standard: CAEP.9.2.12.C.8 - Assess the impact of litigation and court decisions on employment laws and practices.

21st Century Standard: CAEP.9.2.12.C.9 - Analyze the correlation between personal and financial behavior and employability.

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.

- A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

	<ul style="list-style-type: none"> A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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.</p>
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	<p>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.</p> <p>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.</p> <p>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).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).
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	<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>8.1.12.C.1 Contribute to project teams to produce original works or solve problems.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p> <p>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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to</p>
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	<p>find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>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 <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the</p>
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	<p>credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate</p>
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Unit Three Pacing Chart
Grade 11
Timeline: Marking Period 3

Topics	Performance Tasks Activities Projects Assessments	Suggested Resources and Interdisciplinary Connections
Synthesizing Sources/Informative Research	Quoting/Paraphrasing/Summarizing Standard MLA Citation Usage and Formatting Writing Process Research Paper (2-4 pages) including formal thesis, outline, research notes, drafts, in-text citations and works cited page.	<p>Interdisciplinary Connections:</p> <p>Science, Art</p> <p>Electronic Sources:</p> <p>Microsoft Word, Internet, Chromebooks, Prezi, PowerPoint, Google (Classroom, Drive, Sites)</p> <p>Material Selection:</p> <p>Fiction A Civil Action (Film) “Meadow Mouse” by Theodore Roethke “Nature’s Questioning” by Thomas Hardy “Birches” by Robert Frost “The Fawn” by Edna St. Vincent Millay “Fable” by Ralph Waldo Emerson (D.I.) School of Fear The Final Exam (900) by Gitty Daneshvari All Over But the Shoutin (1160) by Rick Bragg</p> <p>Non-Fiction “Our Vanishing Night” by Verlyn</p>

		<p>Klinkenborg "The Ends of the World as We Know Them" by Jared Diamond</p> <p>Careers – Related to text used in unit</p>
Synthesizing Sources/Persuasive Research	<p>Persuasive Speech/Essay on Controversial Issue (Exploration, Research, Development, Presentation), Peer Discussion/Brainstorming/Graphic Organizer/Drafting/Organizing</p>	<p>https://owl.english.purdue.edu/owl/resource/747/01/</p> <p>https://owl.english.purdue.edu/owl/resource/563/1/</p> <p>http://www.eduplace.com/graphicorganizer/</p>
<p>Problem Based Learning</p> <p>Language Development</p>	<p>Real-World Problem Situation Solution Plan (Society/Employment) (Exploration, Research, Development, Presentation)</p> <p>Synonym/Antonym Paragraphs, Vocabulary Cartoons</p>	<p>https://www.cte.cornell.edu/teaching-ideas/engaging-students/problem-based-learning.html</p> <p>http://www.uwstout.edu/soe/profdev/rubrics.cfm#reports</p> <p>http://www.vocabularycartoons.com/vocabulary-cartoons-sat-word-power/</p>

Unit Four - Argumentation
(Suggested Themes: Ingenuity/Redemption)

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Effective persuasive expression informs understanding of and inspires inquiry about relevant social issues. ● Language crafted with purpose and for audience presents message clarity and connection. ● Rhetorical appeals strengthen persuasion in speaking and writing. ● Effective presentations, speeches and debates inform and persuade perspective and understanding. ● Claims, grounds and warrants are necessary components of argumentation. ● Elements of rhetoric and persuasion affect economics, science, psychology and history ● Effective rhetorical and argumentation skills are contextually significant in all forms of communication. 	<ul style="list-style-type: none"> ● What argument does 21st Century technology make for contemporary America? ● How does education correlate with career readiness? ● How can the art of persuasion affect the future of humanity? ● How can education inspire innovation? ● When do effective debate skills enhance personal, educational, and/or professional journeys? ● Why is an understanding of the rhetorical appeals empowering?

<p>Student Knowledge - New Jersey Learning Standards (ELA and 21st Century Life and Careers) and New Jersey Core Curriculum Content Standards - Technology)</p> <p>Knowledge - Students will know how to.....</p>	<p>Student Skills - New Jersey Learning Progress Indicators</p> <p>Students will be able to.....</p>
<p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Craft and Structure</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. Integration of Knowledge and Ideas</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>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.</p> <p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>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.</p>

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Research to Build and Present Knowledge

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.)

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).

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.

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.

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).

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.

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

8.1.12.E.2 Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Knowledge of Language

NJSLSA.L3. 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. Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas

poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

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.

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.

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.11-12.2. 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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Technology Standard: TECH.8.2.12.A.1 - Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.

Technology Standard: TECH.8.2.12.A.CS2 - The core concepts of technology.

Technology Standard: TECH.8.2.12.A.2 - Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.

21st Century Standard: CAEP.9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.

21st Century Standard: CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals.

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.11-12.8. 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.

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

8.1.12.E.2 Present a position on the impact on society of the unethical use of digital tools and present your research to peers.

9.2.12.C.9 Make an argument connecting personal and financial behavior and employability.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

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

	<p>Observe hyphenation conventions. B. Spell correctly. Knowledge of Language</p> <p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>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.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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</p>
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	<p>interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
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Unit Four Pacing Chart
Grade 11
Timeline: Marking Period 4

Topics	Performance Tasks Activities Projects Assessments	Suggested Resources and Interdisciplinary Connections
<p>Debate (Correlation of Personal/Financial Behavior and Employability), Toulmin Model of Argumentation, Rhetorical Appeals</p>	<p>Linguistic/Visual Rhetorical Analysis Debates Peer Review/Evaluations</p>	<p>Interdisciplinary Connections:</p> <p>Economics, Science (Electricity and Medicine), Psychology, History, Math</p> <p>Electronic Sources</p> <p>Multimedia Presentations, SmartBoard, Internet Research, Chromebooks, Microsoft Word, Microsoft PowerPoint, Prezi</p> <p>Material Selection:</p> <p>Fiction “The Devil and Daniel Webster” by Stephen Vincent Benet “Genius” by Mark Twain “Exhalation” by Ted Chiang “Story of Your Life” by Ted Chiang “The brain—is wider than the sky” by Emily Dickinson</p>

		<p> “The Short Happy Life of Francis Macomber” by Ernest Hemingway All My Sons by Arthur Miller “The Tyger” by William Blake “The Ballad of Rudolph Reed” by Gwendolyn Brooks Selection from Spoon River Anthology by Edward Arlington Robinson Black Water by Joyce Carol Oates “The Second Coming” by William Butler Yeats “After great pain, a formal feeling comes” by Emily Dickinson “Power” by Audrey Lorde “Truth” by Gwendolyn Brooks “The Sun Came” by Etheridge Knight The Fountain (Film) (DI) The Road by Cormac McCarthy (CP) The Day of the Jackal (1100) by Frederick Forsythe </p> <p>Non-Fiction</p> <p> The Double Helix (1210) by James Watson “Something the Lord Made” directed by Joseph Sargent (film) “Who Killed the Electric Car” (film) Articles from New York Times Room for Debate: Outsourcing Pulitzer Prize Winning Articles from Milwaukee Wisconsin Journal Sentinel (“A Baffling illness” “Glass’ Road to Redemption” by Joe </p>
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Argumentative Writing/Persuasive Expression	Writing Process for Argumentation and Persuasion (Brainstorm, Drafting, Peer Editing/Self-Reflection/Citations)	
Products	Strategic Business Plan (Creation/ Research/Appropriate Technology/ Market/Advertise/Presentation/Publishing)	
Language	Text Syntactical/Rhetorical Analysis/Vocabulary Activities	<p>http://www.debate.org/</p> <p>http://www.educationworld.com/a_curr/strategy/strategy012.shtml</p> <p>chrome-extension://ecnphlgnajanjnkcmpancdjoidceilk/content/web/viewer.html?source=extension_pdfhandler&file=https%3A%2F%2Fweb.cn.edu%2Fkwheeler%2Fdocument</p>

		<p>s%2FToulmin.pdf</p> <p>https://owl.english.purdue.edu/owl/resource/588/04/</p> <p>https://www.bls.gov/ooh/</p> <p>https://www2.ed.gov/admins/lead/character/brochure.html</p>
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