

Hillside Township School District

Language Arts Curriculum

Grade 12 College Preparation

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Table of Contents

Section

Mission Statement

Academic Overview

Affirmative Action Compliance Statement

Language Arts Department Lesson Plan Template

Units and Pacing Charts

Unit 1: Narrative/Informative Reading and
Narrative / Research Writing

Unit 2: Narrative Reading and Expository / Research Writing

Unit 3: Informational Reading and Argumentative Writing

Unit 4: Narrative Reading and Expository Writing

Unit 5: Narrative / Informative Reading and
Argumentative / Research Writing

Unit 6: Narrative Reading and Expository / Research Writing

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. 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 by grade level to share planning ideas and classroom innovations. The expectation of excellence extends to the professional staff; our teachers are full of fresh ideas 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	
2. New Jersey Student Learning Standards (NJSLS)	
3. Objectives	<i>Students will be able to...</i>
4. Lesson Agenda	<ul style="list-style-type: none">● <i>Do Now</i>● <i>Daily Activities</i>● <i>Materials (Incorporation of Technology)</i>● <i>Anticipated Timing</i>
5. Assessment	<i>Evidence of student learning</i>
6. Homework	

UNIT 1: Narrative /Informative reading and Narrative / Research writing
Grade 12
(suggested theme: Education)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself. ● Good readers compare, infer, synthesize and make various connections to make text personally relevant and useful. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. 	<ul style="list-style-type: none"> ● How can literature help us to understand the world around us? ● How do readers construct meaning from text? ● How does understanding a text's structure help me better understand its meaning
Writing	<ul style="list-style-type: none"> ● Good writers develop and refine their ideas for thinking, learning, communicating, and expression. ● A writer selects a form based on audience and purpose. ● Good writers use a variety of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts. 	<ul style="list-style-type: none"> ● How do writers develop a well-written product? ● Why does a writer choose a particular form of writing? ● How do good writers express themselves? How does process shape the writer's product?
Speaking and Listening	<ul style="list-style-type: none"> ● Oral discussions help to build connections to others and create opportunities for learning ● Questioning and contributing help speakers convey their message, explore issues, and clarify their thinking. ● Effective listeners are able to interpret and evaluate increasingly complex messages. 	<ul style="list-style-type: none"> ● How can discussions increase our knowledge and understanding of an idea or ideas? ● When is it appropriate to ask questions? How do speakers express their thoughts and feelings? ● How does a listener understand a message?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. ● Rules, conventions of language, help readers understand what is being communicated. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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.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.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>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>Students will be able to:</p> <p>RL 12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL 12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL 12.4: Determine the meaning of words and phrases as they are used in a 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.</p> <p>RL 12.9: Demonstrate knowledge of and reflect on 18th, 19th, and early 20th century foundational works of American literature, including how two or more texts from the same time period treat similar themes and/or topics</p> <p>RL 12.10: Read and comprehend literature within the grade level complexity band.</p> <p>RI. 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</p>

	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>inferentially, including determining where the text leaves matters uncertain.</p> <p>RI. 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>RI 12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals interact and develop over the course of the text.</p> <p>RI. 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</p> <p>RI 12.5: Analyze and evaluate the effectiveness of the structures an author uses in exposition or argument, including whether the structure makes points clear, convincing and engaging.</p> <p>RI 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 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>RI 12.10: By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
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<p>Writing</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.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.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>W.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> <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 12.3: Write narratives to develop real or imagined</p>
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	<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>experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W 12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W 12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach or consulting a style manual, focusing on addressing what is most significant for specific purpose and audience.</p> <p>W 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</p>
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		<p>information.</p> <p>W 12.7: Conduct short as well as more sustained research projects to answer a question, solve a problem, narrow or broaden the inquiry when appropriate, synthesize multiple sources on a subject, demonstrating understanding of the subject under investigation.</p> <p>W 12.8: Gather relevant information from multiple authoritative print and digital sources, use 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 flow of ideas, avoiding plagiarism and following a standard citation format</p> <p>W 12.9: Draw evidence from literary or informational texts to support analysis, reflection and research.</p> <p>W 12.10: Write routinely over extended time frames and shorter time frames for a range of tasks and purposes</p>
Speaking and Listening	<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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p>	<p>SL 12.1: Initiate and participate effectively in a range of collaborative discussions with partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL12.4: Present information, findings and supporting evidence clearly, concisely and logically. The content, organization, development and style are appropriate to task, audience, purpose.</p>

	<p>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.</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>	
Language	<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. Knowledge of Language</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>L 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.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.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 12.4a: Use context as a clue to the meaning of a word or</p>

	<p>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of 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 encountering and unknown term important to comprehension or expression.</p>	<p>phrase.</p> <p>L 12.5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. <p>L.12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Technology	<p>TECH.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>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.</p>	
21st Century Skills and Careers	<p>CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment</p> <p>CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals.</p>	

Tasks and Resources
Unit 1: Narrative / Research writing
Pacing Chart

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
8 Weeks	<ul style="list-style-type: none"> • Personal narrative • Narrative reading • Research • Grammar skills 	<p>Technology Assignment: Using a website, research a college and a career you are interested in. Create an electronic portfolio to track growth over the course of the school year.</p> <p>Narrative Writing Task: Write a college acceptance letter</p> <p>Research Writing: Research a career to learn about educational requirements, pay, job availability, etc., and write findings in a research paper using proper MLA formatting.</p> <p>Text Analysis: Using various essays and informational texts, read and annotate material to identify key parts to show theme and character.</p> <p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Interdisciplinary Connections: Education, Psychology</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources: Poetry:</p> <ul style="list-style-type: none"> • “Education: A Lost Cause” – Lori Triggs https://www.poemhunter.com/best-poems/lori-triggs/education-a-lost-cause/ <p>Personal narratives:</p> <ul style="list-style-type: none"> • “Another School Year, What For?” – John Ciardi https://www.scribd.com/document/190523113/Speech-given-by-John-Ciardi-on-the-impact-of-liberal-arts-education • “The Joy of Reading and Writing: Superman & Me” Sherman Alexie http://engl101-gomez.wikispaces.umb.edu/file/view/Superman+and+Me.pdf • “Coming to an Awareness of Language” Malcolm X https://genius.com/Malcolm-x-coming-to-an-awareness-of-language-annotated

		<p>Presentation: Students will present results of career research to class using SmartBoard and presentation technology.</p>	<ul style="list-style-type: none"> ● “Getting In” – Malcolm Gladwell http://www.newyorker.com/magazine/2005/10/10/getting-in ● “Graduation” – Maya Angelou http://www.eacfaculty.org/pchidester/101%20files/graduation.pdf <p>Short Story:</p> <ul style="list-style-type: none"> ● “Eleven” – Sandra Cisneros http://www.stjohns-chs.org/english/nwixon_courses/english-9-111/eleven-by-sandra-cisneros.pdf <p>Material Selection:</p> <p>Fiction:</p> <ul style="list-style-type: none"> ● <i>The Sword in the Stone</i> – T.H. White ● <i>Muchacho</i> – Lou Anne Johnson <p>Non-Fiction:</p> <ul style="list-style-type: none"> ● <i>Outliers: The Story of Success</i> – Malcolm Gladwell – Chapters: 8, & 9
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UNIT 2: Expository / Research Writing and Narrative Reading
Grade 12
(Suggested topic: Stereotyping and Culture)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ● Responsible readers are able to assess the credibility of a text by examining many features, including its author, publisher, bias, currency, and sources. ● Capable readers use key features of nonfiction text, such as table of contents, glossaries, indices, and diagrams to help them gain understanding of a topic. 	<ul style="list-style-type: none"> ● How does understanding a text's structure help me better understand its meaning? ● How do responsible readers judge the credibility of informational text? ● How do capable readers approach informational text to gain understanding of the topic? ● How can literature help us to understand the world around us?
Writing	<ul style="list-style-type: none"> ● A writer uses the writing process (brainstorming, drafting, revising, editing, and publishing) in order to produce their best work. ● A writer selects a form based on audience and purpose. ● Good writers use a variety of strategies that enable them to vary form and style, in order to write for different purposes, audiences, and contexts. 	<ul style="list-style-type: none"> ● Why does a writer go through the steps of the writing process? ● Why does a writer choose a particular form of writing?
Speaking and Listening	<ul style="list-style-type: none"> ● A speaker's choice of words and style set a tone and define the message ● A speaker selects a form and organizational pattern based on the audience and purpose ● Oral discussion help to build connections to others and create opportunities for learning. 	<ul style="list-style-type: none"> ● How does the choice of words affect the message? ● How does a speaker communicate so others will listen and understand the message? ● How can discussions increase our knowledge and understanding of an idea or ideas?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	<ul style="list-style-type: none"> • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. • Rules, conventions of language, help readers understand what is being communicated. 	
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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>RL.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.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>RL.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>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.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>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>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>RI.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>RI.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>RI.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>RI.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.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.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>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>
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<p>Writing</p>	<p>NJSLSA.W1. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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>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</p>	<p>W.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.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.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.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.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.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</p>
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	<p>single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.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>
Speaking and Listening	<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.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p>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.</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>SL.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.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.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.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.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,</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>and evidence and to add interest.</p> <p>SL.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Language	<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. Knowledge of Language</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>NJSLSA.L6. Acquire and use accurately a range of 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</p>	<p>L.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.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. B. Spell correctly.</p> <p>L.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.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</p>

	<p>vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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 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>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p>
Technology	<p>TECH.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>TECH.8.1.12.F.CS4 - Use multiple processes and diverse perspectives to explore alternative solutions.</p>	
21st Century Skills and Careers	<p>CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment</p> <p>CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p>	

Tasks and Resources

Unit 2: Expository and Research Writing
Grade 12
(Suggested theme: Stereotyping and Culture)

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
8 Weeks	<ul style="list-style-type: none"> • Compare / contrast essay • Close reading • Narrative essay reading • Research • Grammar skills • Vocabulary 	<p>Technology Assignment: Using the Internet, research a stereotype. Continue adding to electronic portfolio - track growth.</p> <p>Expository Writing Task: Write a comparison / contrast essay on culture</p> <p>Research Writing: Research a stereotype to show prevalence in the media and write findings in a research paper using proper MLA formatting.</p> <p>Text Analysis: Using various essays and informational texts, read and annotate material to identify key parts to show theme and culture and stereotyping.</p> <p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Interdisciplinary Connections: History, Marketing</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources: Poetry:</p> <ul style="list-style-type: none"> • “Poem for the Young White Man...” – Lorna Dee Cervantes http://www.ohio.edu/people/hartleyg/poems/young_whiteman.html • “Mexicans Begin Jogging” – Gary Soto http://www2.southeastern.edu/Academics/Faculty/scraig/soto.html • “Incident” – Countee Cullen https://www.poemhunter.com/poem/incident/ <p>Personal narratives:</p> <ul style="list-style-type: none"> • “Mother Tongue” – Amy Tan http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf • “White Like Me” - Rick Reilly https://www.si.com/vault/2002/02/04/317922/white-like-me

		<p>Presentation: Students will present results of stereotyping research to class using SmartBoard and presentation technology.</p>	<ul style="list-style-type: none"> • “Just Walk on By” – Brent Staples http://www.myteacherpages.com/webpages/rspriggs/files/staples%20just%20walk%20on%20by%20text.pdf • “The Myth of the Latin Woman” – Judith Ortiz Cofer https://www.quia.com/files/quia/users/amccann10/Myth_of_a_Latin_Woman <p>Material Selection:</p> <p>Fiction:</p> <ul style="list-style-type: none"> • <i>Passing</i> – Langston Hughes – short story <p>Non-Fiction:</p> <ul style="list-style-type: none"> • <i>Outliers: The Story of Success</i> – Malcolm Gladwell – Chapter: 7 • <i>Freakonomics</i> – Levitt and Dubner – Selections <p>Video:</p> <ul style="list-style-type: none"> • <i>Crash</i> - motion picture • <i>Mickey Mouse Monopoly</i> – video documentary
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UNIT 3: Argumentative Writing / Informative Reading

Grade 12

(Suggested theme: Genocide)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> • Reading expands understanding of the world, its people and oneself. • Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. • Responsible readers are able to assess the credibility of a text by examining many features, including its author, publisher, bias, currency, and sources. 	<ul style="list-style-type: none"> • How can literature help us to understand the world around us? • How does understanding a text's structure help me better understand its meaning? • How do responsible readers judge the credibility of a personal narrative text?
Writing	<ul style="list-style-type: none"> • A writer selects a form based on audience and purpose. • 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. • Beliefs fully supported and effectively expressed can influence different audiences. • Argumentative writing can be evaluated based on the strength of the supporting details. 	<ul style="list-style-type: none"> • Why does a writer choose a particular form of writing? • How do good writers express themselves? How does process shape the writer's product? • How does a writer effectively support what he/she believes? • What makes argumentative writing successful?
Speaking and Listening	<ul style="list-style-type: none"> • A speaker's choice of words and style set a tone and define the message • A speaker selects a form and organizational pattern based on the audience and purpose. • A speaker uses nonverbal elements (posture, eye contact, etc.) to catch the attention and gain the trust of the audience. 	<ul style="list-style-type: none"> • How can a speaker use nonverbal elements used to communicate and persuade? <p>How does the choice of words affect the message?</p> <ul style="list-style-type: none"> • How does a speaker communicate so others will listen and understand the message?
Language	<ul style="list-style-type: none"> • Fluent readers group words quickly to help them gain meaning from what they read. 	<ul style="list-style-type: none"> • How does fluency affect comprehension? • How does a student figure out a word he/she does not know?

	<ul style="list-style-type: none"> • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. • Rules, conventions of language, help readers understand what is being communicated. 	<ul style="list-style-type: none"> • How do rules of language affect communication?
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.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>RL.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</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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>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>RL.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>RL.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>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.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>RI.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>RI.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>RI.12.4. Determine the meaning of words and phrases as they</p>
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		<p>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>RI.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.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.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>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>
Writing	NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<p>W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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

	<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>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.</p> <p>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.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.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.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.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>
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	<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>W.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.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.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">B. Apply <i>grade 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]”).</p> <p>W.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>
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<p>Speaking and Listening</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>SL.12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grade 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 range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <p>SL.12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>
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	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</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>qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.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.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.12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>
Language	<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. Knowledge of Language</p> <p>NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective</p>	<p>L.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.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. B. Spell correctly.</p> <p>L.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</p>

	<p>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>NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for</p>	<p>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.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, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.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</p>
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	reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Technology	TECH.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. TECH.8.1.12.B.CS1 Apply existing knowledge to generate new ideas, products, or processes.	
21st Century Skills and Careers	CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals. CAEP.9.2.12.C.4 - Analyze how economic conditions and societal changes influence employment trends and future education.	

Tasks and Resources
UNIT 3: Argumentative Writing / Informative Reading
Grade 12
(Suggested theme: Genocide)

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
6 Weeks	<ul style="list-style-type: none"> ● Argumentative essay ● Close reading ● Annotating text ● Personal Narrative reading ● Research ● Grammar skills ● Vocabulary 	<p>Technology Assignment: Using the Internet, research a genocide. Continue adding to electronic portfolio - track growth.</p> <p>Argumentative Writing Task: Write an argumentative essay on genocide and its prevention</p> <p>Research Writing: Research a genocide to show prevalence in the in modern society and write findings in a research / argumentative essay using proper MLA formatting.</p> <p>Text Analysis: Using various personal narratives and informational texts, read and annotate material to identify key parts to show theme and historical</p>	<p>Interdisciplinary Connections: History, Psychology</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources: Poetry:</p> <ul style="list-style-type: none"> ● “Shema” – Primo Levi https://www.poemhunter.com/poem/shema/ ● “What Would You Do?” Emtithal Mahmoud http://www.postpoems.org/authors/sudan/poem/805048 ● “We Will Never Forget – Auschwitz” Alexander Kimel https://mswara-holocaust.wikispaces.com/file/view/We+Will+Never+Forget+Auschwitz+Poem.pdf ● “The Action in the Ghetto of Rohatyn, March 1942” Alexander Kimel http://holocaustpoems.weebly.com/the-action-in-the-ghetto-of-rohatyn-march-1942.html

		<p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Personal narratives / essays:</p> <ul style="list-style-type: none"> • “Ann Frank and Me” _ Irene Frisch http://annefrankandme.com/story15.html • “A Horror Erased From Memory” – Roger Simon https://sites.google.com/site/msvunit/assignments/pro-poganda <p>Other Electronic Media:</p> <ul style="list-style-type: none"> • Auschwitz / Holocaust information http://www.auschwitz.dk/ • World Without Genocide http://worldwithoutgenocide.org/ • United States Holocaust Memorial Museum https://www.ushmm.org/information/visit-the-museum/plan-your-visit <p>Material Selection:</p> <p>Non-Fiction:</p> <ul style="list-style-type: none"> • <i>Night</i> - Elie Wiesel • <i>Getting Away with Murder</i> – Chris Crowe <p>Video:</p> <ul style="list-style-type: none"> • <i>Hotel Rwanda</i> - Motion picture • <i>Schindler’s List</i> – Motion picture
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UNIT 4: Expository Writing / Narrative Reading
Grade 12
(Suggested theme: Identity)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ● Responsible readers are able to assess the credibility of a text by examining many features, including its author, publisher, bias, currency, and sources. 	<ul style="list-style-type: none"> ● How can literature help us to understand the world around us? ● How does understanding a text's structure help me better understand its meaning? ● How do responsible readers judge the credibility of a personal narrative text?
Writing	<ul style="list-style-type: none"> ● A writer selects a form based on audience and purpose. ● 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. ● Beliefs fully supported and effectively expressed can influence different audiences. ● Argumentative writing can be evaluated based on the strength of the supporting details. 	<ul style="list-style-type: none"> ● Why does a writer choose a particular form of writing? ● How do good writers express themselves? How does process shape the writer's product? ● How does a writer effectively support what he/she believes? ● What makes argumentative writing successful?
Speaking and Listening	<ul style="list-style-type: none"> ● A speaker's choice of words and style set a tone and define the message ● A speaker selects a form and organizational pattern based on the audience and purpose. ● A speaker uses nonverbal elements (posture, eye contact, etc.) to catch the attention and gain the trust of the audience. 	<ul style="list-style-type: none"> ● How can a speaker use nonverbal elements used to communicate and persuade? <p>How does the choice of words affect the message?</p> <ul style="list-style-type: none"> ● How does a speaker communicate so others will listen and understand the message?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	<ul style="list-style-type: none"> Rules, conventions of language, help readers understand what is being communicated. 	
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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</p>	<p>RL.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.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>RL.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>RL.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</p>

	<p>(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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>well as its aesthetic impact.</p> <p>RL.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>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.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>RI.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>RI.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>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>
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<p>Writing</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>W.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> <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.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</p>
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	<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.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>writing types are defined in standards 1–3 above.)</p> <p>W.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.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.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.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.12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational</p>
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	<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>works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 12 Reading standards</i> to literary nonfiction.</p> <p>W.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>
Speaking and Listening	<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>SL.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</p>

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>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.</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>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.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.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.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>
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<p>Language</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. Knowledge of Language</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>L.12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>B. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>E. Observe hyphenation conventions.</p> <p>F. Spell correctly.</p> <p>L.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 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>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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	<p>NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Technology	<p>TECH.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>TECH.8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	
21st Century Skills and Careers	<p>CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals.</p>	

Tasks and Resources
UNIT 4: Expository Writing / Narrative Reading
Grade 12
(Suggested theme: Identity)

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
8 Weeks	<ul style="list-style-type: none"> Expository essay Close reading Drama /play reading Grammar skills Vocabulary 	<p>Technology Assignment: Create newspaper articles based on reading. Continue adding to electronic portfolio - track growth.</p> <p>Expository Writing Task: Write an essay on cultural norms and identity</p> <p>Research Writing: Research cultural norms augment expository writing using proper MLA formatting.</p> <p>Text Analysis: Using various plays and informational texts, read and annotate material to identify key parts to show theme and culture and aspects of identity.</p> <p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Interdisciplinary Connections: History, Psychology, Journalism</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources: Poetry:</p> <ul style="list-style-type: none"> “Homage to My Hips” - Lucille Clifton https://vimeo.com/36987057 “The Idea of Ancestry” by Etheridge Knight https://www.poets.org/poetsorg/poem/idea-ancestry “The Road Not Taken” by Robert Frost https://www.poetryfoundation.org/resources/learning/core-poems/detail/44272 “I’m Nobody! Who are You?” by Emily Dickinson https://www.poets.org/poetsorg/poem/im-nobody-who-are-you-260 “Much Madness” by Emily Dickinson https://www.poetryfoundation.org/poems-and-poets/poems/detail/51612 “As I Grow Older” by Langston Hughes https://www.poemhunter.com/poem/as-i-grew-older/

			<p>Personal narratives / non-fiction:</p> <ul style="list-style-type: none"> ● “The Telephone” by Anwar Accawi ● “Myths of the Unloved” by Cinque Henderson ● “The Inheritance of Tools” by Scott Russell Sanders http://www.myteacherpages.com/webpages/rspriggs/files/sanders%20inheritance%20of%20tools%20text.pdf ● “How to Tame a Wild Tongue” by Gloria Anzaldua http://www.everettsd.org/cms/lib07/WA01920133/Centricity/Domain/965/Anzaldua-Wild-Tongue.pdf ● “No Name Woman” by Maxine Hong Kingston http://isites.harvard.edu/fs/docs/icb.topic1049594.files/No%20Name%20Woman%20Kingston.pdf <p>Material Selection:</p> <p>Fiction:</p> <ul style="list-style-type: none"> ● <i>The Prince and the Pauper</i> –Mark Twain <p>Drama:</p> <ul style="list-style-type: none"> ● <i>MacBeth</i> – William Shakespeare ● <i>Oedipus Rex</i> – Sophocles <p>Video:</p> <ul style="list-style-type: none"> ● <i>Dummy</i> – Director – Greg Pritikin
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UNIT 5: Argumentative and Research Writing / Narrative and informational Reading
Grade 12
(Suggested theme: The Ethics and Culture of Food)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ● Responsible readers are able to assess the credibility of a text by examining many features, including its author, publisher, bias, currency, and sources. 	<ul style="list-style-type: none"> ● How can literature help us to understand the world around us? ● How does understanding a text's structure help me better understand its meaning? ● How do responsible readers judge the credibility of a personal narrative text?
Writing	<ul style="list-style-type: none"> ● A writer selects a form based on audience and purpose. ● 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. ● Beliefs fully supported and effectively expressed can influence different audiences. ● Argumentative writing can be evaluated based on the strength of the supporting details. 	<ul style="list-style-type: none"> ● Why does a writer choose a particular form of writing? ● How do good writers express themselves? How does process shape the writer's product? ● How does a writer effectively support what he/she believes? ● What makes argumentative writing successful?
Speaking and Listening	<ul style="list-style-type: none"> ● A speaker's choice of words and style set a tone and define the message ● A speaker selects a form and organizational pattern based on the audience and purpose. ● A speaker uses nonverbal elements (posture, eye contact, etc.) to catch the attention and gain the trust of the audience. 	<ul style="list-style-type: none"> ● How can a speaker use nonverbal elements used to communicate and persuade? <p>How does the choice of words affect the message?</p> <ul style="list-style-type: none"> ● How does a speaker communicate so others will listen and understand the message?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	<ul style="list-style-type: none"> Rules, conventions of language, help readers understand what is being communicated. 	
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.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>RL.12.5. Analyze how an author's choices concerning how to</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>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>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.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>RI.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>RI.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>RI.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.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>
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	<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.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RI.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>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>
Writing	<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>W.12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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,

	<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>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.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.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.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.12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced</p>
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	<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>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.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>grade 12 Reading standards</i> to literature B. Apply <i>grade 12 Reading standards</i> to literary nonfiction <p>W.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>
Speaking and Listening	<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>SL.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

	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>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.</p>	<p>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 credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.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.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.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>
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	<p>NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>SL.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>Language</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. Knowledge of Language</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>L.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.12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. B. Spell correctly.</p> <p>L.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.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>NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</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 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>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Technology	<p>TECH.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>TECH.8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	

21st Century Skills and Careers	CAEP.9.2.12.C.2 - Modify Personalized Student Learning Plans to support declared career goals. CAEP.9.2.12.C.8 - Assess the impact of litigation and court decisions on employment laws and practices.
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Tasks and Resources
UNIT 5: Argumentative and Research Writing / Narrative and informational Reading
Grade 12
(Suggested theme: The Ethics and Culture of Food)

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
6 Weeks	<ul style="list-style-type: none"> ● Research paper - Argumentative ● Close reading ● Informational reading ● Text annotation ● Grammar skills ● Vocabulary 	<p>Technology Assignment: Use the Internet to research a controversial food topic. Continue adding to electronic portfolio - track growth.</p> <p>Research / Argumentative Writing Task: Write an essay on food and culture after researching a controversial food topic</p> <p>Research Writing: Research cultural norms augment expository writing using proper MLA formatting.</p> <p>Text Analysis: Using various informational texts, read and annotate material to identify key parts to show theme and aspects of culture.</p> <p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Interdisciplinary Connections: Health, Nutrition, Sociology</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources:</p> <p>Poetry:</p> <ul style="list-style-type: none"> ● “Salad is Incompatible with Life” https://www.poemhunter.com/poem/salad-is-incompatible-with-life/ <p>Non-fiction:</p> <ul style="list-style-type: none"> ● “I Don’t Like Green Eggs and Ham” - Robert F. Kennedy, Jr. https://www.highbeam.com/doc/1G1-54501426.html ● “A Carnivore’s Credo” - Roger Scruton https://www.scribd.com/document/279249337/Scruton-Carnivore-s-Credo-Harper-s ● From <i>The Atlantic</i>: “Is It Wrong to Feed Pink Slime to Our Children in School Lunches?” (editorial) https://www.theatlantic.com/health/archive/2012/04/is-it-

		<p>Presentation: Create a presentation based on research and essay.</p>	<p>wrong-to-feed-pink-slime-to-our-children-in-school-lunches/255320/</p> <ul style="list-style-type: none"> From USA Today: “Lean Beef or Pink Slime? It’s all in a name.” (editorial) https://usatoday30.usatoday.com/news/opinion/editorials/story/2012-04-01/pink-slime-lean-beef/53933770/1 “The Pleasures of Eating” - Wendell Berry https://www.ecoliteracy.org/article/wendell-berry-pleasures-eating “What’s Wrong with Animal Rights?” - Vicki Hearne https://researchwrit.files.wordpress.com/2013/01/article-hearne_whats-wrong-with-animal-rights.pdf <p>Short Story:</p> <ul style="list-style-type: none"> “A Man Walks into a Restaurant ... A Short Story” http://www.huffingtonpost.com/ari-solomon/a-man-walks-into-a-restau_b_575655.html <p>Other media:</p> <ul style="list-style-type: none"> <i>Food, Inc.</i> – Director – Robert Kenner “Jamie Oliver’s Food Revolution – Pink Slime” (YouTube) https://www.youtube.com/watch?v=ObcsswhO83I “Jamie Oliver’s Food Revolution – Chicken McNuggets” (YouTube) https://www.youtube.com/watch?v=mKwL5G5HbGA “FDA orders food manufacturers to stop using trans fat within three years” CNN http://www.cnn.com/2015/06/16/health/fda-trans-fat/
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			<ul style="list-style-type: none"> ● “When Trans Fats were Healthy” – <i>The Atlantic</i> https://www.theatlantic.com/health/archive/2013/11/when-trans-fats-were-healthy/281274/ ● “The Lexicon of Sustainability” – <i>PBS</i> http://www.pbs.org/food/features/the-lexicon-of-sustainability-terms/ <p>Non-Fiction texts:</p> <ul style="list-style-type: none"> ● <i>Chew on This</i> - Eric Schlosser
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UNIT 6: Expository/ Research Writing / Narrative Reading
Grade 12
(Suggested theme: Origins and Heroes)

	ENDURING UNDERSTANDINGS Students will understand that:	ESSENTIAL QUESTIONS
Reading	<ul style="list-style-type: none"> ● Reading expands understanding of the world, its people and oneself. ● Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. ● Responsible readers are able to assess the credibility of a text by examining many features, including its author, publisher, bias, currency, and sources. 	<ul style="list-style-type: none"> ● How can literature help us to understand the world around us? ● How does understanding a text's structure help me better understand its meaning? ● How do responsible readers judge the credibility of a personal narrative text?
Writing	<ul style="list-style-type: none"> ● A writer selects a form based on audience and purpose. ● 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. ● Beliefs fully supported and effectively expressed can influence different audiences. ● Argumentative writing can be evaluated based on the strength of the supporting details. 	<ul style="list-style-type: none"> ● Why does a writer choose a particular form of writing? ● How do good writers express themselves? How does process shape the writer's product? ● How does a writer effectively support what he/she believes? ● What makes argumentative writing successful?
Speaking and Listening	<ul style="list-style-type: none"> ● A speaker's choice of words and style set a tone and define the message ● A speaker selects a form and organizational pattern based on the audience and purpose. ● A speaker uses nonverbal elements (posture, eye contact, etc.) to catch the attention and gain the trust of the audience. 	<ul style="list-style-type: none"> ● How can a speaker use nonverbal elements used to communicate and persuade? <p>How does the choice of words affect the message?</p> <ul style="list-style-type: none"> ● How does a speaker communicate so others will listen and understand the message?
Language	<ul style="list-style-type: none"> ● Fluent readers group words quickly to help them gain meaning from what they read. ● Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in the text. 	<ul style="list-style-type: none"> ● How does fluency affect comprehension? ● How does a student figure out a word he/she does not know? ● How do rules of language affect communication?

	<ul style="list-style-type: none"> Rules, conventions of language, help readers understand what is being communicated. 	
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	New Jersey Student Learning Anchor Standards	Progress Indicators (Objectives) Students will be able to:
Reading	<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.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.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>RL.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.</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.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>(e.g., Shakespeare as well as other authors.)</p> <p>RL.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>RL.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>RL.12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.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>RI.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>RI.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.</p> <p>RI.12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g.,</p>
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	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p>
<p>Writing</p>	<p>NJSLSA.W2. Write informative/explanatory texts to convey ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>W.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> <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,

	<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>and clarify the relationships among complex ideas and concepts.</p> <ul style="list-style-type: none"> 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.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.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.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.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,</p>
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	<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>demonstrating understanding of the subject under investigation.</p> <p>W.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.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>
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<p>Speaking and Listening</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>SL.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 range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. <p>SL.12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>
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	<p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>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.</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>qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.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.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.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.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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<p>Language</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. Knowledge of Language</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>L.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.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.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 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>L.12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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	<p>NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>
Technology	<p>TECH.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>TECH.8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>	
21st Century Skills and Careers	<p>CAEP.9.2.12.C.1 - Review career goals and determine steps necessary for attainment.</p> <p>CAEP.9.2.12.C.3 - Identify transferable career skills and design alternate career plans.</p>	

Tasks and Resources
UNIT 6: Expository/ Research Writing / Narrative Reading
Grade 12
(Suggested theme: Origins and Heroes)

Time Frame	Topics	Suggested Performance Tasks Activities / Projects Assessments	Resources / Interdisciplinary Connections
6 Weeks	<ul style="list-style-type: none"> • Research paper on Origin myth • Close reading • Informational reading • Expository essay on Hero's quest • Text annotation • Grammar skills • Vocabulary 	<p>Technology Assignment: Use the Internet to research a controversial Origin myth. Continue adding to electronic portfolio - track growth.</p> <p>Research / Argumentative Writing Task: Write an essay on food and culture after researching a controversial food topic</p> <p>Research Writing: Research cultural norms augment expository writing using proper MLA formatting.</p> <p>Text Analysis: Using various informational texts, read and annotate material to identify key parts to show theme and aspects of origins.</p> <p>Socratic Seminar: Students will discuss aspects of education based on texts.</p>	<p>Interdisciplinary Connections: History, Science</p> <p>Careers – Related to text used in unit</p> <p>Suggested Materials:</p> <p>Electronic Resources:</p> <p>Non-fiction:</p> <ul style="list-style-type: none"> • “The Hero’s Journey” – Joseph Campbell http://mythologyteacher.com/documents/TheHeroJourney.pdf <p>Material Selection:</p> <p>Short Story:</p> <ul style="list-style-type: none"> • Textbook: “The Earth on Turtle’s Back” – Native American – retold by Caduto and Bruchoc • Textbook: “Navajo Origin Legend” retold by Washington Matthews • Textbook: “Sundiata: An Epic of Old Mali” translated by D.T. Niane

		<p>Presentation: Create a presentation based on hero's quest / journey in a film</p>	<ul style="list-style-type: none"> ● Textbook: Excerpts from <u>Gilgamesh</u> by Anonymous ● Textbook: "Noah's Ark" from the <u>Bible</u> ● <i>Don't Bet on the Prince</i> by Jack Zipes ● Textbook: "Creation Hymn" from the <u>RigVeda</u> translated by Wendy Doniger ● Textbook: Collection of African proverbs <p>Fiction / Epic Poetry:</p> <ul style="list-style-type: none"> ● Textbook: <i>The Iliad</i> by Homer
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