**COURSE TITLE**

English 300 Honors

**LENGTH**

Full Year
Grade 11

**DEPARTMENT**

English
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**SCHOOL**

Rutherford High School

**DATE**

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# English 300 Honors

## I.        Introduction/Overview/Philosophy

The purpose of the English 300 Honors course is to provide a greater challenge and more rigorous curriculum than the English 300 course.  The basic goals are the same, as students learn to write, read, speak, and think critically and creatively, but students in the Honors English 300 course are encouraged to explore more complex issues independently, and collaboratively.  Based upon the study of American literature, the program is designed to meet the individual needs of each student as he/she prepares for future educational goals and challenges.  The students selected for the Honors English 300 class are chosen because of their proven ability in language arts as well as their desire to study in a challenging setting.

The readings in English 300 Honors are conceptually and thematically aligned with US History II.   Readings will focus on the literary, historical, and cultural aspects of the United States from World War II to the present day.  The teachers of Social Studies and English will collaborate, when possible, on assessments for the concepts and themes covered.  Students will be expected to find connections between the historical and cultural aspects and the literature or non-fiction texts that are read and analyzed.  Themes include: *The Search for a Voice, Individualism, Moral Struggle, The American Dream, The Journey.*

The writing portion of the course enforces the fact that writing is a practical art that can be learned by studying and applying patterns.  To accomplish proficiency in the language arts, students will be given opportunities to incorporate vocabulary, study word choice, and effectively synthesize the writing process to convey their message.  Throughout the course, students will be encouraged to use the concepts, themes, and activities to better comprehend themselves and their world.  In addition, students will be preparing for state mandated standardized test and the SAT. To encourage critical thinking, varied tools of learning will be incorporated into this course.  Technological materials including the use of the SMARTBoard will be utilized.

The English 300 Honors course fulfills the eleventh grade requirement for English.

## II.       Objectives

***Course Outline:***
- A.  Grammar, Usage, and Mechanics
     - a.  Grammar
          - i.  Parts of Speech
               1.  Nouns
               2.  Pronouns
               3.  Verbs
               4.  Adjectives
               5.  Adverbs
               6.  Prepositions
               7.  Conjunctions
               8.  Interjections
          - ii.  Parts of a Sentence
               1.  Complete Sentences, Fragments and Run Ons

     2. Subject and Predicate
     3. Direct and Indirect Objects
     4. Predicate Nominatives
     5. Predicate Adjectives
     6. Object Complements
   iii. Phrases
     1. Adjective Phrases
     2. Adverb Phrases
     3. Appositive Phrases
     4. Participial Phrases
     5. Gerund Phrases
     6. Infinitive Phrases
   iv. Clauses
     1. Independent Clauses
     2. Subordinate Clauses
     3. Adjective Clauses
     4. Adverb Clauses
     5. Noun Clauses
  b. Usage
   i. Parallel Sentence Structure
   ii. Subject-Verb Agreement
   iii. Subject and Object Pronouns
   iv. Antecedent Agreement
   v. Misplaced and Dangling Modifiers
  c. Mechanics
   i. Punctuation
     1. End Marks
     2. Commas
     3. Colons
     4. Semicolons
     5. Quotation Marks
     6. Punctuating Dialogue
     7. Apostrophes
     8. Hyphens
     9. Parentheses
     10. Dashes
   ii. Capitalization
     1. Proper Nouns
     2. Proper Adjectives
     3. Titles
B. Modern Language Association Style
  a. Modern Language Association Tenets
   i. Research and Writing
     1. Selecting a Topic
     2. Conducting Research
     3. Compiling a Bibliography
     4. Evaluating Sources
     5. Taking Notes

     6. Outlining
     7. Writing Drafts
    ii. Plagiarism and Academic Integrity
     1. Definition of Plagiarism
     2. Consequences of Plagiarism
     3. Information Sharing
     4. Forms of Plagiarism
     5. When Documentation is Not Needed
    iii. The Physical Format of the Paper
     1. Margins
     2. Text Formatting
     3. Heading and Title
     4. Page Numbers
    iv. Documentation, Citing Sources and Works Cited
     1. The List of Works Cited
     2. Parenthetical Citations
  b. The Research Project
    i. The Honors English 300 Research Project is entitled "Medicine and Literature."
     1. Students will mesh scholarly research with literary criticism and analysis. Students will analyze a character from an American novel (post-1995) through the lens of medicine. This independent research will be introduced through a class discussion on the medical/psychological analysis of Holden Caulfield from *The Catcher in the Rye.*
    ii. The Honors English 300 Research Project will follow the MLA (Modern Language Association) style.
    iii. Students will spend time in the library and the computer lab to research their topics.
    iv. The project will be evaluated according to the teacher's criteria.
C. Writing Styles
  a. Summer Reading Project
  b. Writing a Description
  c. Writing a Narrative
  d. Writing an Example Based Essay
  e. Writing a Classification Essay
  f. Writing a Process Analysis
  g. Writing a Comparison and Contrast Essay
  h. Writing a Definition Essay
  i. Writing a Cause and Effect Essay
  j. Writing a Synthesis Essay
  k. Writing an Argument
  l. Writing an Analysis
  m. Writing an Analogy
  n. Writing the Creative Essay
    i. Writing with Humor
    ii. Writing with Irony
    iii. Writing Satire
D. Writing Development
  a. Stylistic development is nurtured by emphasizing the following:
    i. A wide-ranging vocabulary used appropriately and effectively

   ii. A variety of sentence structures, including appropriate use of subordination and coordination

   iii. Logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions and emphasis

   iv. A balance of generalization and specific illustrative detail

   v. An effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.

E. Reading Genres

  a. Non-Fiction Essay

   i. The Elements of The Essay

    1. Thesis

    2. Unity

    3. Organization

    4. Beginnings and Endings

    5. Paragraphs

    6. Transitions

    7. Effective Sentences

   ii. The Language of the Essay

    1. Diction

    2. Tone

    3. Figurative Language

    4. Rhetorical Devices

  b. Literature

   i. Reading Fiction

   ii. Plot

   iii. Point of View

   iv. Character

   v. Setting

   vi. Tone and Style

   vii. Theme

   viii. Symbol

   ix. Literary Devices

    1. Allusion

    2. Analogy

    3. Anastrophe

    4. Antagonist/Protagonist

    5. Blank Verse

    6. Connotation/Denotation

    7. Couplet

    8. Denotation/Connotation

    9. Epigram

    10. Figurative Language

     a. Apostrophe

     b. Hyperbole

     c. Metaphor

     d. Extended Metaphor

     e. Metonymy

     f. Personification

g.  Simile
h.  Synecdoche
11. Flashback
12. Foreshadowing
13. Free Verse
14. Imagery
15. Inference
16. Irony
17. Lyric
18. Mood
19. Paradox
20. Ploy
21. Point of View
22. Protagonist/Antagonist
23. Rhyme
   a.  End Rhyme
   b.  Internal Rhyme
   c.  Slant Rhyme
   d.  Feminine Rhyme
24. Rhythm
25. Satire
26. Setting
27. Sonnet
28. Sound Devices
   a.  Alliteration
   b.  Assonance
   c.  Consonance
   d.  Onomatopoeia
   e.  Repetition
29. Stream of Consciousness
30. Style
31. Symbol
32. Theme
33. Tone
F.  Standardized Test Practice

## Student Outcomes:

After successfully completing this course, the student will be able to:

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions

- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

## NEW JERSEY STUDENT LEARNING STANDARDS
## ENGLISH LANGUAGE ARTS
### Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

### Anchor Standards for Reading
**Key Ideas and Details**

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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

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.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Grades 11-12**

**Progress Indicators for Reading Literature**

### *Key Ideas and Details*

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

### *Craft and Structure*

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

### *Integration of Knowledge and Ideas*

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

## Grades 11-12

### Progress Indicators for Reading Informational Text

#### *Key Ideas and Details*
RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

#### *Craft and Structure*

RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

#### *Integration of Knowledge and Ideas*

RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents)

and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

RI.11-12.9. 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.

**Range of Reading and Level of Text Complexity**

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

## Anchor Standards for Writing

**Text Types and Purposes**

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

NJSLSA.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.

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

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

**Range of Writing**

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

**Grades 11-12**

**Progress Indicators for Writing**

### *Text Types and Purposes*

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   A.  Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   B.  Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   C.  Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   D.  Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
   E.  Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   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).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   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.

## *Production and Distribution of Writing*

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

## *Research to Build and Present Knowledge*

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics").
B. *Apply grades 11–12 Reading standards 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., The Federalist, presidential addresses]").*

## *Range of Writing*

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

**Anchor Standards for Speaking and Listening**

**Comprehension and Collaboration**

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

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

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

**Presentation of Knowledge and Ideas**

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

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

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

**Grades 11-12**

**Progress Indicators for Speaking and Listening**

### *Comprehension and Collaboration*

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

    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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### *Presentation of Knowledge and Ideas*

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Anchor Standards for Language**

**Conventions of Standard English**

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

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

**Knowledge of Language**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

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

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

NJSLSA.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.

**Grades 11-12**

**Progress Indicators for Language**

**Conventions of Standard English**

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

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

### *Knowledge of Language*

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
    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.
    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
    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.
    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).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    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.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

*COMPANION STANDARDS FOR HISTORY, SOCIAL STUDIES, AND TECHNICAL SUBJECTS*

**History, Social Studies, Science and Technical Subjects**
**Grade 11-12**

**Anchor Standards for Reading**

**Key Ideas and Details**

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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**Craft and Structure**

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.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas**

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**Grades 11-12**

**Progress Indicators for Reading History**

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

RH.11-12.2. Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.

RH.11-12.3. Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Craft and Structure**

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

**Integration of Knowledge and Ideas**

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**Range of Reading and Level of Text Complexity**

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

**Grades 11-12**

**Progress Indicators for Reading Science and Technical Subjects**

The standards below begin at grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Key Ideas and Details**

RST.11-12.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.11-12.2. Determine the central ideas, themes, or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

**Craft and Structure**

RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 11-12 texts and topics*.

RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11-12.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

**Integration of Knowledge and Ideas**

RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

**Range of Reading and Level of Text Complexity**

RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11-CCR text complexity band independently and proficiently.

**Anchor Standards for Writing**

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Text Types and Purposes**

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

NJSLSA.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.

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

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

**Range of Writing**

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

**Grades 11-12**

**Progress Indicators for Writing History, Science and Technical Subjects**

The standards below begin at grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Text Types and Purposes**

WHST.11-12.1. Write arguments focused on *discipline-specific content.*
    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 the claim(s), counterclaims, reasons, and evidence.
    B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    A. Introduce a topic and 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 varied transitions and sentence structures 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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    E. Provide a concluding paragraph or section that supports the argument presented.

WHST.11-12.3
(See note; not applicable as a separate requirement)

**Production and Distribution of Writing**

WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

WHST.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific 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.

WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.

**Range of Writing**

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

*21ST CENTURY LIFE AND CAREERS*
*CAREER READY PRACTICES*

### CRP1    Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

### CRP2    Apply appropriate academic and technical skills
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

### CRP 3    Attend to personal health and financial well-being
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial wellbeing, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

### CRP4    Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

### CRP5    Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

### CRP6    Demonstrate creativity and innovation
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

### CRP 7    Employ valid and reliable research strategies

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

### CRP8    *Utilize critical thinking to make sense of problems and persevere in solving them*

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

### CRP9    *Model integrity, ethical leadership and effective management*

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

### CRP10   *Plan education and career paths aligned to personal goals*

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

### CRP11   *Use technology to enhance productivity*

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

### CRP12   *Work productively in teams while using cultural global competence*

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

***TECHNOLOGY STANDARDS***
***STANDARD 8.1: EDUCATIONAL TECHNOLOGY: ALL STUDENTS WILL USE DIGITAL TOOLS TO ACCESS, MANAGE, EVALUATE, AND SYNTHESIZE INFORMATION IN ORDER TO SOLVE PROBLEMS INDIVIDUALLY AND COLLABORATE AND TO CREATE AND COMMUNICATE KNOWLEDGE.***

**A. Technology Operations and Concepts:** *Students demonstrate a sound understanding of technology concepts, systems and operations.*

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.

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.

8.1.12.A.3 - Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.A.4 - Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 - Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

**B. Creativity and Innovation:** *Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.*

8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

**C. Communication and Collaboration:** *Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.*

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.

**D. Digital Citizenship:** *Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.*

8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.2 - Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.

8.1.12.D.4 - Research and understand the positive and negative impact of one's digital footprint.

8.1.12.D.5 - Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

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

8.1.12.E.1 - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 - Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

**F: Critical thinking, problem solving, and decision making:** *Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.*

8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.


*TECHNOLOGY STANDARDS*
*STANDARD 8.2: TECHNOLOGY EDUCATION, ENGINEERING, DESIGN, AND COMPUTATIONAL THINKING – PROGRAMMING: ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, COMPUTATIONAL THINKING, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, GLOBAL SOCIETY, AND THE ENVIRONMENT.*

**A. The Nature of Technology: Creativity and Innovation** *Technology systems impact every aspect of the world in which we live.*

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

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

8.2.12.A.3 - Research and present information on an existing technological product that has been repurposed for a different function.

**B. Technology and Society:** *Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.*

8.2.12.B.1 - Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.

8.2.12.B.2 - Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.

8.2.12.B.3 - Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.

8.2.12.B.4 - Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

8.2.12.B.5 - Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

**C. Design:** *The design process is a systematic approach to solving problems.*

8.2.12.C.1 - Explain how open source technologies follow the design process.

8.2.12.C.2 - Analyze a product and how it has changed or might change over time to meet human needs and wants.

8.2.12.C.3 - Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).

8.2.12.C.4 - Explain and identify interdependent systems and their functions.

8.2.12.C.5 - Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.

8.2.12.C.6 - Research an existing product, reverse engineer and redesign it to improve form and function.

8.2.12.C.7 - Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.

**D. Abilities for a Technological World:** *The designed world is the product of a design process that provides the means to convert resources into products and systems.*

8.2.12.D.1 - Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.

8.2.12.D.2 - Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 - Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 - Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 - Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 - Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

**E. Computational Thinking: Programming:** *Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.*

8.2.12.E.1 - Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.2.12.E.2 - Analyze the relationships between internal and external computer components.

8.2.12.E.3 - Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

8.2.12.E.4 - Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

*21ST CENTURY LIFE AND CAREERS*
*STANDARD 9.2: CAREER AWARENESS, EXPLORATION, AND PREPARATION*

9.2.12.C.1 – Review career goals and determine steps necessary for attainment.

9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 – Identify transferable career skills and design alternate career plans.

9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.

9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.

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

## III.    Proficiency Levels

English 300 Honors is designed for juniors who have met the criteria established by the English Language Arts department for admission into the honors program.

## IV.    Methods of Assessment

**Student Assessment**
- A variety of assessments will be provided including, but not limited to, the following items:
  - Tests
  - Quizzes
  - Homework
  - Classwork
  - Class Participation
  - Writing Assignments
  - Oral Presentations
  - Individual Projects, Presentations and Reports
  - Group Projects, Presentations and Reports
  - Technology Projects
  - Journals
  - Sample/Practice Standardized Tests

**Curriculum/Teacher Assessment**
The teacher will provide the subject area supervisor with suggestions for changes on an ongoing basis.

## V.    Grouping

English 300 Honors is designed for homogeneously grouped juniors who have met the criteria established by the English Language Arts department for admission into the honors program.

## VI.    Articulation/Scope & Sequence/Time Frame

English 300 Honors is a full year course.

## VII.    Resources

### *Texts/Supplemental Reading/References*

- References
  - Teachers may contact the English Language Arts department office and the school and local libraries for additional resources. Nearby colleges and other organizations may also be excellent resources.

- Technology

      o Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)

      o Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons. Students shall use computers for independent practice of developing skills and as part of the writing process.

- Texts
  - *The United States in Literature.* Scott, Foresman, 1991.
  - *Grammar for Writing.* Sadlier-Oxford, 2007.
  - *SAT Power Prep: Summit*. Prestwick House, 2016.

- Required Reading:
  - *Raisin in the Sun (Connection to Social Studies: Civil Rights)*
  - *Death of a Salesman (Connection to Social Studies: The American Dream)*
  - *A Streetcar Named Desire (Connection to Social Studies: Disillusionment)*
  - *Catcher in the Rye (Connection to Social Studies: Disillusionment)*
  - *The Things They Carried (Connection to Social Studies: Vietnam War)*
  - *Hamlet* or *King Lear*

- Supplemental Readings/Materials
  - Teacher selected short stories and poems.
  - Teacher-selected non-fiction companion pieces to literature.
  - *MLA Handbook for Writers of Research Papers, Seventh Ed*. Modern Language Association, 2009.
  - Webster's New *World College Dictionary*, Fourth Edition
  - *Basic English Grammar and Composition Level E*, Esp. Publishing

- Technological Resources
  - IXL Learning

## VIII.  Suggested Activities

- Analyze and interpret samples of good writing, identifying and explaining an author's use of rhetorical strategies and techniques
- Apply effective strategies and techniques in their own writing
- Create and sustain arguments based on readings, research and/or personal experience
- Write for a variety of purposes
- Produce expository, analytical and argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from primary and/or secondary sources, cogent explanations and clear transitions
- Demonstrate understanding and mastery of standard written English as well as stylistic maturity in their own writings
- Demonstrate understanding of the conventions of citing primary and secondary sources
- Move effectively through the stages of the writing process, with careful attention to inquiry and research, drafting, revising, editing and review
- Write thoughtfully about their own process of composition
- Revise a work to make it suitable for a different audience

- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.

## IX.    Methodologies

A wide variety of methodologies will be used.  The following are suggestions, not limitations, as to how the program may be implemented and facilitated.  Codes refer to the New Jersey Student Learning Standards for 21st Century Life and Careers – Career Ready Practices (2014).

- Cooperative learning groups CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Differentiated instruction methods CRP2, CRP6, CRP8, CRP10
- Workshop approach CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Individual assignments CRP2, CRP4
- Whole class instruction CRP2, CRP4
- Small group instruction CRP1, CRP4, CRP5, CRP6, CRP8, CRP9, CRP12
- Technology-aided instruction CRP2, CRP4, CRP8, CRP11
- Peer-to-peer instruction CRP1, CRP4, CRP9, CRP12

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students.  They are practices that have been linked to increase college, career and life success. By end of grade 12, students will be able to:

- 9.2.12.C.1 – Review career goals and determine steps necessary for attainment.
- 9.2.12.C.2 – Modify Personalized Student Learning Plans to support declared career goals.
- 9.2.12.C.3 – Identify transferable career skills and design alternate career plans.
- 9.2.12.C.4 – Analyze how economic conditions and societal changes influence employment trends and future education.
- 9.2.12.C.5 – Research career opportunities in the United States and abroad that require knowledge of word languages and diverse cultures.
- 9.2.12.C.6 – Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
- 9.2.12.C.7 – Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
- 9.2.12.C.8 – Assess the impact of litigation and court decisions on employment laws and practices.
- 9.2.12.C.9 – Analyze the correlation between personal and financial behavior and employability.

## X.    Interdisciplinary Connections

Interdisciplinary curriculum coordination will be done with the other departments on a regular basis.
The nature of an English Language Course demands varied text types and genres.  Students will be exposed to informational and literary texts that may encompass any of the following areas: art, history, music, science, mathematics, business, and/or technology.  Throughout the year, students will use resources from these areas in their English Language Arts class(es). This course reinforces concepts taught in:

- Social Studies
- Humanities
- Mathematics
- Science

- Technology
- Appropriate and competent use of relevant websites and digital software and equipment 8.1.8
- Recording student performances/projects using appropriate audio, video, and /or photographic means to facilitate classroom critique of student growth and progress 8.1.8
- Presentation and exploration of related career possibilities 9.2.8
- Working in teams to create group based learning activities and projects CRP1
- Application of skills learned in class to project based activities CRP2

## XI.    Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

*Differentiation for Support (ELL, Special Education, Students at Risk)*
- Peer mentoring on problems
- Differentiated teacher feedback on assignments
- Modelling out accounting problems on whiteboard
- Visual aids as we project problems on whiteboard
- Study guides
- Tiered assignments
- Scaffolding of materials and assignments
- Re-teaching and review
- Guided note taking
- Exemplars of varied performance levels
- Multi-media approach to accommodating various learning styles
- Use of visual and multi-sensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
  - word walls
  - sentence frames

- o think-pair-share
- o cooperative learning groups
- o teacher think-alouds

*Differentiation for Enrichment*
- Supplemental reading material for independent study
- Flexible grouping
- Tiered assignments
- Topic selection by interest
- Enhanced expectations for independent study
- Elevated questioning techniques using Webb's Depth of Knowledge matrix
- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven
- Real-world problems and scenarios

## XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

## XIII.  Curriculum Map/Pacing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| ***Individualism*: Poetry and Short stories by Kurt Vonnegut, Sylvia Plath,  John Updike, T.S Eliot**<br><br>**DESCRIPTION OF UNIT**<br>This unit will help to advance and deepen student comprehension of the way a poet and author uses language to evoke emotions and represent commentary and criticism on various aspects of life. Through their study of recognized works of American Literature, students will examine how figurative language, imagery, voice/attitude/tone, and | *Five Weeks* | *For Support:*<br>● Graphic Organizers-Breaking down figurative language and literary devices<br>● Hard copies of poetry and text given to annotate and use as reference<br>● Modeled annotation skill activities<br>● Example journals given to be used as a model<br><br>*For Enhancement:*<br>● Evaluate and synthesize the influences of authors who use narrative writing as a platform for social commentary and criticism | <u>**Standards**</u><br><br>*NJSLS – ELA:*<br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, | *Formative Assessment:*<br><br>● Poetic Devices Reading Quiz<br>● Mini constructed responses-Students will sharpen explanatory writing skills  by responding to Critical Thinking Questions regarding how imagery and diction work to establish tone, advance plot, and make thematic connections<br>● Journal responses on essential questions based the overarching |

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| patterns are intentional and work to form, structure, and convey deeper meaning in poetry. Students will explore short stories that offer opportunities to internalize and apply the knowledge they gain about reading and interpreting literature by connecting overarching ideas to other texts. Students will be exposed to the craft of using language, the literary devices and functions of such devices. Students will analyze and evaluate underlying and universal themes and motifs across texts including the risks of giving too much control to the government, the significance of individuality and nonconformity, society and class, gender stereotyping, and how power can corrupt.<br><br>**MATERIALS IN UNIT**<br>John Updike's "A&P",<br> Kurt Vonnegut's | | ● Real-world problems and scenarios- analyzing the dangers of "big government" control and examine the ideal vs. reality in terms of equality<br>● Flipped classroom activities to enhance independent content mastery<br>● Inquiry Based Instruction- Students will select newspaper articles that apply to universal themes of dangers of big government, dangers of conformity, and issues in humanity found in short stories/ poems to present to the class | RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7<br><br>*21$^{st}$ Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21$^{st}$ Century Standards 9.2:*<br>● 9.2.12.C.8 | theme of individuality and the dangers of conformity<br>● Poetry Analysis Charts : Students will work to paraphrase, summarize, and analyze poetic devices and determine how the language works to evoke emotion and emphasize author's purpose/ theme<br>● Critical Thinking/ Essential Questions for "A&P" and "Harrison Bergeron"<br><br>*Summative Assessment:*<br><br>● Final creative short story that works as a "warning"or as a piece of social commentary in which students apply knowledge |

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| "Harrison Bergeron", Chandler Tuttle and Thor Halvorssen "2081" T.S. Eliot's "The Love Song of Alfred J. Prufrock" and excerpts of"The Wasteland," Sylvia Plath's, "Mirrors, Shirley Jackson's "The Lottery"<br><br><br>**OBJECTIVE OF UNIT**<br>● Students will be able to identify dramatic conflict and climax of Updike's "A&P" and Vonnegut's "Harrison Bergeron"<br>● Students will be able to apply literary theory to Updike's "A&P" by analyzing the text through the lens' of gender, equality, morality, and personal identity/ individualism<br>● Students will identify the | | | of plot (exposition, rising action, climax, falling action, and resolution) and the elements of strong short stories (setting, plot, characters, conflict, and theme)<br>● Poetry Analysis Project: Students will select a poem that reflects a recurrent theme from "Love Song" and "Mirrors", produce a thorough analysis in which students identify and analyze all poetic devices and techniques that work to develop theme, create a reflective reading response in which students articulate analysis, and create a google slide presentation in which students "teach" the class |

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| following poetic devices: metaphor, simile, assonance, consonance, alliteration, imagery, symbolism, POV, and repetition and analyze their function<br>● Students will analyze how poetry uses and manipulates language to evoke emotion, rhythm and aesthetics<br>● Students will be able to demonstrate knowledge of the conventions of poetry by working independently to do a critical analysis and presentation of a poem of their choice<br>● Students will be able to determine the meaning of words and phrases, both connotative and | | | | to demonstrate mastery of skills<br>● Current Events Projects: Students will select newspaper articles that work to support at least one universal theme, provide an objective analysis, and create a google slides presentation in which they present analysis and textual evidence to the class |

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| figurative meanings and analyze the impact of word choice in given poems<br>● Students will be able to determine two or more themes of a text and poem and analyze their development over the course of the text and build on one another to produce a complex account<br>● Students will be able to analyze the elements of a short story including plot, setting, characterization, POV, and theme in "A&P" and "Harrison Bergeron"<br>● Students will be able to cite strong and relevant textual evidence that work to support major themes in given | | | |

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| short stories<br>● Students will be able to develop narrative writing skills by creating their own short stories that work as social commentary | | | | |
| ***Death of a Salesman***<br>**The Journey**<br><br>**<u>DESCRIPTION OF UNIT</u>**<br>This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to *Death of a Salesman* by Arthur Miller. The play encompasses the main character, Willy Loman's, existential crisis amidst his downfall as a working-class salesman and father. The play's setting of 1950's suburbia invites readers to consider how historical events and the American consciousness of this era affected the life of the "common man." Students | *Six Weeks* | *For Support:*<br>● IXL to reinforce language conventions<br>● Guided notes for each act to reinforce an understanding of plot and literary devices such as allusions, tone, imagery, etc.<br>● Character tracking sheets to track the character development of Willy, Biff, Happy, and Linda<br>● Symbolism Charts and Explanation for student reference<br>● Models for written responses, including MLA guidelines for | *NJSLS – ELA:*<br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, RST.11-12.7 | *Formative Assessment:*<br>● Reading Quiz Act 1 Pgs. 1-25<br>● Reading Quiz Act 1 Pgs. 26-44<br>● Reading Quiz Act 1 Pgs. 45-69<br>● Constructed Responses: Students will compose 2-3 paragraphs in which they analyze major symbols and themes while providing thorough and relevant textual evidence to support analysis<br>● Character Development and Dynamics Charts: Students will find articles and |

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| will analyze the far-reaching influences of the American Dream and its redefinition in the 1950's in the wake of World War II. Students will research historical factors that aided in the redefinition of the American Dream such as the baby boom and the residential housing demand during this time period. Students will also analyze the more personal conflicts in the lives of the Lomans', such as the internal struggle between being well-liked and doing what is right.<br><br>**MATERIALS OF UNIT**<br><ul><li>*Death of a Salesman* by Arthur Miller</li><li>*Death of a Salesman* (1985) directed by Volker Schlöndorff</li><li>"The Tragedy of the Common Man" by Arthur Miller</li><li>"The Transformation of</li></ul> | | formal essay writing, constructed responses, and journals<br><ul><li>Quizlet study sets of vocabulary words to enhance understanding of their denotative and connotative meanings</li><li>Scene Viewing Guide</li></ul><br>*For Enhancement:*<br><ul><li>Alternative vocabulary exercises, such as using vocabulary terms accurately in an extended response</li><li>Independent study; student will choose a topic of interest and relate it to major themes in the play such as abandonment, respect and reputation, betrayal, The American Dream, etc.</li></ul> | *21st Century Standards CRP:*<br><ul><li>CRP2, CRP4, CRP 7, CRP11, CRP12</li></ul><br>*Technology Standards 8.1:*<br><ul><li>8.1.12.D.1, 8.1.12.E.1,</li></ul><br>*Technology Standards 8.2:*<br><ul><li>8.2.12.B.4, 8.2.12.B.5</li></ul><br>*21st Century Standards 9.2:*<br><ul><li>9.2.12.C.8</li></ul> | journals on family birth order, father son relationships, mother son relationships, and apply psychological principles to text<br><ul><li>Narrative Writing Tasks: Students enhance PARCC formatted narrative writing in which they shift POV and write an extended ending.</li><li>Station Rotation: Students will work on Narrative Elements Charts and Questions in stations and create a shared google slides presentation in which they present analysis and evidence to the class</li></ul><br>*Summative Assessment:*<br><ul><li>Socratic Seminar: Students will achieve a deeper understanding of</li></ul> |

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| the 'American Dream'" - Robert J. Shiller, *New York Times* article<br>● Alain de Botton's TED talk: "Success"<br>● NY Time's Lee Siegel's "Death of a Salesman's Dreams"<br>● <br><br>**OBJECTIVE OF UNIT**<br>● Students will be able to annotate important information in the text such as character development, internal and external conflicts, word choice, symbolism, etc.<br>● Students will be able to reflect on the complex bonds and obligations between fathers and sons by writing reflective responses and engaging in class discussion | | ● Supplemental, higher-level reading materials to supplement the text<br>● Real-world problems and scenarios- Students will examine current events and evaluate how the American Dream has changed | | the text, writing conventions, and personal reflections with an emphasis on discovery by creating, posing, and responding to higher order questions to facilitate student driven academic discussion<br>● Project Based Assessment: Students will select from 3 project options to demonstrate comprehension and provide analysis of Literary devices: theme, symbols, character relationships and dynamics, and setting. Students will have a digital, written, and artistic component for presentations and will create rubrics for self assessment. |

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| ● Students will be able to analyze the theme of the American Dream by determining its attributes during this time period<br>● Students will be able to analyze the theme of "nature vs. the city" by comparing and contrasting characters who are affiliated with nature and city life, respectively.<br>● Students will be able to identify historical influences on societal expectations, such as the Cold War and the folly of "keeping up with the Joneses"<br>● Students will be able to define the term "foil" as it applies to literature and analyze character foils in the play<br>● Students will be | | | |

| able to write a critical essay on major themes and symbols in the play by citing textual evidence to support claims | | | |
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| ● Students will evaluate the characterization of multiple characters by tracking their actions and traits throughout the text | | | |
| ● Students will determine the meaning of content based vocabulary and phrases as they are used including figurative and connotative meanings | | | |
| ● Analyze Miller's choices concerning how to structure specific parts of a text (e.g., the inclusion of flashbacks and memories) contribute to its | | | |

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| overall structure and meaning as well as its aesthetic impact. | | | | |
| ***The Catcher in the Rye* Search for a Voice**<br><br>**DESCRIPTION OF UNIT**<br>This unit is designed to help students discover and explore major themes, characteristics, and cultural structures in J.D. Salinger's *The Catcher in the Rye.* The novel embodies and openly grapples with many conflicted issues associated with the modern teen including: feeling alone and disconnected from others, struggling in school, finding authenticity in a fake society, and navigating the painful transition from adolescence to the world of adulthood. Students will analyze Holden Caulfield, the novel's complex and cynical young protagonist, and | *Eight weeks* | *For Support:*<br>● Graphic Organizers - Symbols, motifs, and theme reference packets<br>● IXL for writing conventions<br>● Teacher models for organizing and formatting constructed responses<br>● Chapter Summaries for reference<br>● Use of note cards for vocabulary<br>● Notes and exemplars provided for how to annotate during close-reading practice<br>● Film Viewing Guide<br><br><br>*For Enhancement:*<br>● Inquiry-Based | *NJSLS – ELA:*<br><br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7,<br><br>*21ˢᵗ Century Standards CRP:*<br>● CRP2, CRP4, | *Formative Assessment:*<br>● Mini Projects: Students will work collaboratively to investigate and build background knowledge on social, economic, familial, and cultural aspects of life in the 1950's<br>● Reading Quizzes- Chapters 1-2; 3-5; 6-8; 10-14; 21-23; 24-26<br>● Dialectical Journals- Students will record significant quote that support symbolism, theme, indirect characterization, and their personal observations<br>● Constructive Responses: Students will compose responses in |

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| will problemize him by exposing his character flaws and virtues while engaging in critical discussions. Students will also recognize that *The Catcher in the Rye* is focused on the disillusionment in the post WWII years in American History. Students will examine Holden Caulfield as a manifestation of Salinger's experiences during WWII as well as the Post Traumatic Stress he experienced thereafter.<br><br>**MATERIALS OF UNIT**<br>J.D.Salinger's *The Catcher in the Rye* and Bananafish,  Robert Burns' "Comin' Thro the Rye", Danny Strong's *Rebel in the Rye,*  PBS Video "WWII Horrors" and "Salinger's Post War Breakdown", Timothy Aubry's "The Catcher in the Rye: The Voice of Alienation", NPR's " Giving Voice to Generations", Trubek's "Stop Teaching Catcher", | | Instruction through Socratic seminars- Students create higher order questions that work to analyze how trauma influences perspective, the use of symbolism (the red hunting hat, the ducks in the pond, the title, the carousel, and the museum of natural history), characterization of Holden, and text to self/ text to world connections to facilitate academic discussion<br><br>● Constructed Responses in which students evaluate and synthesize the influence of WWII on J.D Salinger's composing a fictional text<br>● Advanced | CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7,<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21st Century Standards 9.2:*<br>● 9.2.12.C.8 | which they analyze the function of literary elements, author's craft and structure, and the effect of stream of consciousness writing on diction and tone, and analyze the effects WWII had on Salinger's writing<br>● Higher Order Critical Thinking Chapter Analysis Questions and quote analysis: Chapters 1-26<br>● RST Assignment: Students will listen to NPR's "Giving Voice to Generations", read *NY Times* articles "Teenagers Speak up on Salinger" and "Get a Life, Holden Caulfield" and compose an MLA formatted response in which they argue the reliability of Holden Caulfield |

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| *NY Times* "Teenagers Speak up on Salinger" <br><br> **OBJECTIVE OF UNIT** <br>● Students will be able to determine the themes of alienation, adolescence vs. adulthood, loss of innocence, and phoniness vs. authenticity over the course of the text and analyze their development over the course of the text, how they interact, and build to produce a complex account <br>● Students will be able to cite strong and thorough textual evidence to support analysis of what the text says directly as well as inferences drawn from the text by responding to critical thinking questions, constructed | | Organizers issued at introduction of Unit to facilitate independent instruction <br>● Peer Mediated Strategies (Peer Editing/ Peer Tutoring) for MLA Research Paper- Students read, edit, critique and discuss each others work <br>● IXL to strengthen research writing skills <br>● Inquiry Based Research - Social, economic , cultural life in the 1950's <br>● Dialectical Journals- metacognitive tool that requires students to think about the learning process | | to modern teenagers. <br>● Reflective Responses: Students compose 1-2 paragraph reflective responses in which they respond to thematic questions based on personal experience and reflection ie: why do we lie, feeling outcast or isolated, high school culture <br>● Narrative Writing: Stream of Consciousness, Point of View, A letter to Holden <br><br> *Summative Assessment:* <br>● MLA Research paper in which students investigate *The Catcher in the Rye* through a Psychological Critical lens to foster a deeper |

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| responses<br>● Students will determine the meaning of content based vocabulary and phrases as they are used including figurative and connotative meanings<br>● Students will investigate and analyze the symbolism of the red hunting hat, the carousel, the title, the ducks in the lagoon, and the museum of natural history<br>● Students synthesize informational text regarding J.D. Salinger's life and war experiences in conjunction with the protagonist to deepen comprehension and analysis of the text<br>● Students will conduct sustained | | | | understanding of Holden Caulfield<br>● Socratic Seminar: Students will achieve a deeper understanding of the text, writing conventions, and personal reflections with an emphasis on discovery |

| research on psychological diagnosis in preparation for MLA formatted research papers |  |  |  |
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| ● Students will gather relevant information from multiple authoritative print and web resources using advanced searches effectively, assess the strengths of informational and psychological/ medical journals, and integrate information into the text selectively to maintain the transition of ideas |  |  |  |
| ● Students will initiate and participate effectively in collaborative discussion analyzing the text and building on one another's ideas |  |  |  |
| ● Students will |  |  |  |

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| propel student facilitated discussion by posing and responding to questions that probe reasoning and evidence and respond thoughtfully to diverse perspectives | | | | |
| *Hamlet* **Appearance vs. Reality** <br><br> **DESCRIPTION OF UNIT** <br> This literature unit introduces students to one of Shakespeare's most prolific plays within the context of cultural, social, psychological, and political environment of early modern England. This unit emphasizes the development of analytical skills while examining the function of figurative language, character development, symbols, imagery, and family dynamics.  Students will be tasked with examining how characters respond to | *Eight Weeks* | **For Support:** <br><br> ● Photo-copied examples of annotations for in-class note-taking <br> ● Film shown while reading for visual component <br> ● Notes and exemplars provided for annotations during close- reading practice <br> ● Symbols and Imagery reference packet <br> ● Graphic Organizers- Breaking down figurative language and | **NJSLS – ELA:** <br> ● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-122, RI.11-12.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4, <br><br> *NJSLS – Companion:* <br> ● RH.11-12.1, | *Formative Assessment:* <br><br> ● Shakespeare and *Hamlet* Webquest <br> ● Dramatic Elements of Shakespearean tragedy quiz <br> ● *Hamlet* Act I Quiz <br> ● *Hamlet* Act II Quiz <br> ● *Hamlet* Quote Analysis Quiz <br> ● Higher Order Analytical Questions Act 1; Act 2, Act 3, Act 4, Act 5 <br> ● Narrative Writing: Hamlet's Diary; Changing the Point of View; Modernizing the |

| questions regarding the prizes of life and mystery of human nature and analyze how given characters have a universal appeal and significance with personal principals. Students will examine how the unconscious mind and desires influence behavior and weather human appearances signify reality through analysis of the ambiguity of language and the conventions of drama. **MATERIALS OF UNIT** <br> ● *Hamlet* by William Shakespeare <br> ● Kenneth Branagh's *Hamlet* (1996) <br> ● Video clips from Sons of Anarchy and Lion King <br> ● Oedipus Rex- Psychological Analysis <br> ● T.S. Eliot's "Hamlet and his Problems" <br> ● Simon | | literary devices <br> ● Conventions of Drama Reference packet <br><br> ***For Enhancement:*** <br> ● *Expert Groups- Literature Circles:* Students will be heterogeneously placed in groups to promote peer mentoring <br> ● *Inquiry Based Learning*: Students will approach the play through a historical lens, psychological lens feminist lens, formalist lens, and archetypal lens and apply to formal analysis <br> ● *Independent Reading,* Paraphrase, and annotations | RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, <br><br> *21st Century Standards CRP:* <br> ● CRP2, CRP4, CRP 7, CRP11, CRP12 <br><br> *Technology Standards 8.1:* <br> ● 8.1.12.D.1, 8.1.12.E.1, <br><br> *Technology Standards 8.2:* <br> ● 8.2.12.B.4, 8.2.12.B.5 <br><br> *21st Century Standards 9.2:* <br> ● 9.2.12.C.8 | Text- Students will rewrite scenes between Hamlet and Ophelia via "text messaging" <br> ● Quote Analysis/ Paraphrasing Charts for all soliloquies <br> ● Ophelia- Picture Perfect Project: Students will determine the character traits of Ophelia and symbolically capture her essence through taking a photograph representative of her character, analyzing her role, a written validation for the image, and presentation of text and image analysis <br> ● Motif Project: Students will work independently to create a visual representation of at least 5 motifs |

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| Blackmore's "The Real or Assumed Madness of Hamlet"<br><br>**OBJECTIVE OF UNIT**<br>● Students will anticipate the major concepts/themes of the play by completing an anticipation guide stating their opinions on a variety of statements and participating in a culminating discussion/debate about each amongst their peers.<br>● Students will learn and apply the four major elements of a Shakespearean tragedy (staccato opening, supernatural beings, tragic hero, hamartia) and the six dramatic elements (paradox, comic | | | | and present 10 pieces of textual evidence to support<br><br>*Summative Assessment:*<br>● MLA formatted Analytical Research Essay: Students will apply knowledge of Literary Theory by analyzing *Hamlet* through a feminist lens, psychological lens, formalist lens, archetypal lens, or historical lens, provide relevant and thorough evidence from both the text and critical sources in a clear, organized, and well developed essay<br>● Scene Modernization and Scene Recreation: Final Collaborative Project- Students will demonstrate |

| relief, aside, soliloquy, rhyming couplet, turning point) while reading the play and then viewing the play after each Act. | | | | knowledge by producing a modernized scene from *Hamlet*. Students will be responsible completing a full manuscript of their scene and composing a written analysis of literary devices and figurative language. Students will either present their scene in class or film their scene and present analysis. |
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| ● Students will synthesize information of the play to determine and argue in a formal response: how does Shakespeare reveal the best and worst side of human nature? | | | | |
| ● Students will analyze figurative and connotative meanings and analyze the function of language within the context of the play | | | | |
| ● Analyze how Point of view requires distinguishing what is directly stated in a text from what is | | | | |

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| really meant including sarcasm and irony. <br>● Students will apply knowledge of Literary Criticism to *Hamlet* by conducting sustained research, synthesizing multiple sources, and integrating information selectively to maintain flow of ideas by composing an MLA formatted Research Paper <br>● Students will write arguments to support claims, establish significance, and create and organized and logical constructed responses <br>● Students will compose narratives to develop literary experiences and | | | |

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| relationships using effective techniques such as dialogue, pacing, description, reflection, parallel plot, and POV | | | | |
| ***The Things they Carried* The Journey**<br><br>**<u>DESCRIPTION OF UNIT</u>**<br>Students will read a variety of literary and informational texts with the primary goal of understanding the historical context of Tim O'brien's *The Things They Carried*. Students will consider the social and political conditions of life during and post Vietnam War. Students will access and build knowledge by researching and analyzing elements of media to discuss the emotions and perceptions surrounding the war and will ultimately evaluate how an author's experiences influence his | *Seven Weeks* | *For Support:*<br>● Pre- teach historical context of The Vietnam War<br>● *The Things They Carried* Audiobook<br>● Use of multi-sensory formats to enhance historical concepts<br>● Use of Quizlet for SAT and content Vocabulary<br>● Notes and exemplars for how to annotate during close-reading practice<br>● Teacher models for "mini teaching unit" including how to create the following: TDQ's, KWL Charts, Text | *NJSLS – ELA:*<br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, | *Formative Assessment:*<br>● Webquest: The Vietnam War, Causes, US Involvement, The Draft, Protest Movements<br>● Reading Quiz: "The Things They Carried"(1-25)<br>● Reflective Journals: Students will make personal connections to the major themes of bravery in the face of war, mortality and death, life during a war, moral obligation<br>● KWL Chart: The Vietnam War<br>● Self/ Peer Assessment/Create Rubric- Students |

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| craft through analysis of literary techniques, themes of bravery in the face of horror, mortality and death, social obligation, and shame and guilt.<br><br>**MATERIALS OF UNIT**<br>● *The Things They Carried* by Tim O'Brien<br>● Video Segment "The Things They Carried" and "They Endured" Read by Tim O'brien<br>● PBS: "Tim O'brien Recalls Vietnam War Experiences"<br><br>**OBJECTIVE OF UNIT**<br>● Analyze how an author's life experiences influence his craft and make intertextual connections<br>● Determine the central themes and ideas of the text and analyze their | | Analysis Charts, Station Rotation Assignments<br><br><br>*For Enhancement:*<br>● Independent Study: Students will read selected short stories and work through analytical questions via online discussion forums and will produce a teaching unit in which they demonstrate mastery of analytical skills<br>● Inquiry Based Learning: Students will examine how an author's experiences during the war influence his craft and make intertextual and cross curricular connections through in depth analysis<br>● Student facilitated | WHST.11-12.1,<br><br>*21ˢᵗ Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21ˢᵗ Century Standards 9.2:*<br>● 9.2.12.C.8 | will create a rubric for their mini teaching projects, assess their performance, and offer constructive criticism to peers who present their teaching unit on excerpts from *The Things They Carried*<br>● Exit Slips: After each mini presentation, students will be responsible for recording 3 new things learned, a letter to an absent student, or completing a quick quiz<br>*Summative Assessment:*<br>● Final Project-Teaching Unit: Students will be tasked with selecting a short story from *The Things They Carried*. They will work in pairs to demonstrate analysis skill |

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| development over the course of the text, how they interact, and produce a complex account<br>● Analyze the impact of author's choices regarding how to develop and related elements of a story including how it is ordered, ow the characters are introduced, interact, and develop<br>● Analyze how an author's choice concerning how to structure a text contribute to overall structure<br>● Conduct research of primary sources to determine the central ideas of each text, determine the author's point of view, and analyze how style and content contribute to the power of the | | academic discussion-students' create higher order questions to facilitate classroom discussion and debate regarding the Vietnam War, major themes, characterization, parallel plot, and historical connections | | mastery. Students will be responsible for creating a Do Now/ Introductory assignment, a power slides presentation in which they identify relevant background information, identify literary devices, and include digital media to enhance presentations. Students will then create an assignment and quick quiz based on their story.<br>● Lesson Analysis: Students will compose at least 2-3 pages in which they identify their personal reaction and evaluation of this summative assignment. Students will examine the learning process and will conduct a |

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| text<br>● Use technology to produce shared writing products and presentation materials for research on the Vietnam War<br>● Create a power slides document, assignment, and quiz on student selected short stories from the text by gathering relevant information from the text and multiple authoritative print and digital sources<br>● Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.<br>● Come to discussions prepared, having read and | | | | self assessment of their overall performance and content of assignments. |

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| researched material under study, explicitly draw on that preparation by referring to evidence from other texts and other research<br>● Work with peers to promote citil, democratic discussions and decision- making, set clear goals and deadlines, and establish individual roles as needed.<br>● Propel conversations by posing and responding to questions that probe reasoning and evidence<br>● Respond thoughtfully to diverse perspectives, synthesize comments, claims and evidence<br>● Make strategic use of digital media in | | | |

| presentations to enhance understandings of findings, reasoning and evidence | | | | |
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| ***Fences***<br>**The Journey**<br><br>**DESCRIPTION OF<br>UNIT**<br>Students will read a variety of literary and informational texts with the primary goal of understanding the historical context of August Wilson's *Fences.* Students will examine American cultural dynamics between races during the 1950's and will be tasked with analyzing the major thematic and symbolic elements of the play. Students will examine and analyze the author's rhetorical elements of the play's characters, setting, and diction in order to deepen comprehension. Students | *Six Weeks* | *For support:*<br>● Printed copies of acts and scenes for enhancement of comprehension<br>● Guided notes with annotations<br>● Use of IXL<br>● Modifications of exams and writing assignments<br>● Graphic organizers for prewriting activities<br>● Pre-teaching of historical context<br>● Use of media to support comprehension and visual representations<br><br>*For Enhancement:*<br>● Expert Groups-Literature Circles: | *NJSLS – ELA:*<br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, | *Formative Assessments:*<br>● Reading Quizzes (plot, setting, characterization, vocabulary): Act 1 Scene 1 and 2; Act 1 Scene 3 and 4; Act 2 Scene 1 and 2; Act 2 Scene 3-5<br>● Dialectical Response Journals: Students will record textual evidence and provide analysis that works to support theme, symbols, characterization, setting, and figurative language<br>● Higher Order Discussion/ Analysis Questions: |

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| will investigate the play on a figurative level through analysis of literal and metaphorical significances within the context of the play. Students will examine August Wilson as a social commentator who makes deliberate literary decisions regarding stage direction, setting, symbolism and diction  in order to promote social change.<br><br>**MATERIALS OF UNIT**<br>August Wilson's *Fences,* Denzel Washington's *Fences* (film), History.com  "Voting Rights Act of 1965", *NY Times "*Dodgers Purchase Robinson", Richard Wright's *Black Boy,* Langston Hughes' "Dreams Deferred" and "I, Too" Rudyard Kipling's "If", WEB DuBois' "My Country 'Tis of Thee", Nikki Giovanni's "Dreams"<br><br>**OBJECTIVE OF UNIT**<br>● Cite the textual | | Students will be heterogeneously placed in groups to promote peer mentoring<br>● Socratic Seminars: Students will be able to create, pose, and respond to higher order questions to facilitate student driven discussion<br>● Primary Sources- Realizing conceptual interpretations: Students will make direct comparisons and provide thorough analysis by tracing how themes emerge and are developed  across different texts including excerpts from Wright's Black Boy, Miller's Death of a Salesman, Langston Hughes' Dreams Deferred, and excerpts from Maya Angelou's, I | WHST.11-12.5, RST.11-12.7<br><br>*21ˢᵗ Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21ˢᵗ Century Standards 9.2:*<br>● 9.2.12.C.8 | Students will analyze how racial inequality is reflected in the play, examine the main character as a "tragic hero", investigate character relationships and dynamics, and analyze motifs and symbolism<br>● WebQuest: Brown vs. Board of Education, Civil Rights, Jackie Robinson, Jim Crow, and Life in the 1950's<br>● Narrative Writing Assignments: Students will write an "omitted Scene" and a critical review in order to demonstrate knowledge of [plot, character/ character relationships, and dialogue<br>● Daily Journals: Students will |

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| evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.<br>● Determine two or more themes and analyze their development over the course of the text, how they interact and build on one another to produce a complex account<br>● Analyze the impact of author's choices regarding how to develop and relate elements of a story including how characters are introduced and developed<br>● Determine the meaning of figurative and connotative words and phrases and analyze the impact of word choice on | | Know Why the Caged Bird Sings<br>● Evaluate and synthesize the influences of authors who use narrative writing as a platform for social commentary and criticism | | respond to "Essential Questions" including life's obstacles and struggles, personal achievements, family dynamics, moral and ethical code,  and the American Dream<br><br>*Summative Assessments:*<br>● Literary Analysis Essay: Students will compose a clear, well developed and organized essay focusing on how literary devices, specifically symbolism and motifs, are utilized to emphasize Wilson's purpose of using his text as a platform to promote social change<br>● Socratic Seminar: Student facilitated discussion of major themes, symbols, character |

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| meaning and tone<br>● Students will be able to synthesize informational text and determine a central idea, provide thorough textual evidence, and evaluate the effectiveness of the text in conjunction with the primary text<br>● Determine the author's point of view and purpose in which rhetoric is particularly effective<br>● Delineate and evaluate the reasoning in seminal U.S. texts<br>●  Conduct research projects to answer inquiry based questions, gather relevant information from multiple authoritative print and digital sources, and integrate information | | | | analysis, and excerpt analysis by creating and responding to higher order analytical questions<br>● Film Analysis: Students will compose a comprehensive and thorough film analysis/ review in which they focus on how an actors facial expressions, behaviors, and tone affect interpretations of a play and incorporate a film critique following models |

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| selectively to maintain flow of ideas<br>● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience<br>● I will be able to analyze author's purpose, specifically how a text can act as social commentary by making connections between a text and individuals, ideas, and events<br>● 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 | | | |
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## XIV.  Appendices