

COURSE TITLE

English 300

LENGTH

Full Year
Grade 11

DEPARTMENT

English
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SCHOOL

Rutherford High School

DATE

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English 300

I. Introduction/Overview/Philosophy

The purpose of the English 300 course is to enable the student to write with competence, to read with understanding, to speak with precision and, most importantly, to think creatively and critically. 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 readings in English 300 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 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 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 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

CRP3 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 world 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 is required for all students in Grade 11.

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 is a heterogeneously grouped course.

VI. Articulation/Scope & Sequence/Time Frame

English 300 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
 - 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)

- 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)
 - *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
 - think-pair-share
 - cooperative learning groups

- 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
<p><i>Individualism: Poetry and Short stories by Kurt Vonnegut, Sylvia Plath, John Updike, T.S Eliot</i></p> <p><u>DESCRIPTION OF UNIT</u></p> <p>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,</p>	Five Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Graphic Organizers- Breaking down figurative language and literary devices ● Hard copies of poetry and text given to annotate and use as reference ● Modeled annotation skill activities ● Example journals given to be used as a model <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Evaluate and synthesize the influences of authors who use narrative writing as a platform for social commentary and 	<p><u>Standards</u></p> <p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● 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, <p><i>NJSLS – Companion:</i></p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Poetic Devices Reading Quiz ● 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 ● Journal responses on essential questions based

<p>voice/attitude/tone, and 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.</p> <p><u>MATERIALS IN UNIT</u> John Updike's "A&P",</p>		<p>criticism</p> <ul style="list-style-type: none"> Real-world problems and scenarios-analyzing the dangers of "big government" control and examine the ideal vs. reality in terms of equality Flipped classroom activities to enhance independent content mastery 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 	<ul style="list-style-type: none"> RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> 9.2.12.C.8 	<p>the overarching theme of individuality and the dangers of conformity</p> <ul style="list-style-type: none"> 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 Critical Thinking/ Essential Questions for "A&P" and "Harrison Bergeron" <p><i>Summative Assessment:</i></p> <ul style="list-style-type: none"> Final creative short story that works as a "warning" or as a piece of social commentary in which students
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<p>Kurt Vonnegut's "Harrison Bergeron", 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"</p> <p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> • Students will be able to identify dramatic conflict and climax of Updike's "A&P" and Vonnegut's "Harrison Bergeron" • 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 • Students will identify the following poetic devices: metaphor, 				<p>apply knowledge of plot (exposition, rising action, climax, falling action, and resolution) and the elements of strong short stories (setting, plot, characters, conflict, and theme)</p> <ul style="list-style-type: none"> • 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
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<p>simile, assonance, consonance, alliteration, imagery, symbolism, POV, and repetition and analyze their function</p> <ul style="list-style-type: none">• Students will analyze how poetry uses and manipulates language to evoke emotion, rhythm and aesthetics• 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• Students will be able to determine the meaning of words and phrases, both connotative and figurative meanings and				<p>“teach” the class to demonstrate mastery of skills</p> <ul style="list-style-type: none">• 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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<p>analyze the impact of word choice in given poems</p> <ul style="list-style-type: none">● 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● 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”● Students will be able to cite strong and relevant textual evidence that work to support major themes in given short stories● Students will be				
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able to develop narrative writing skills by creating their own short stories that work as social commentary				
<p><i>Death of a Salesman</i> The Journey</p> <p><u>DESCRIPTION OF UNIT</u></p> <p>This unit has been designed to develop students' reading, writing, thinking, and language skills through exercises and activities related to <i>Death of a Salesman</i> 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 will analyze the far-reaching influences of the</p>	Five Weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● IXL to reinforce language conventions ● Guided notes for each act to reinforce an understanding of plot and literary devices such as allusions, tone, imagery, etc. ● Character tracking sheets to track the character development of Willy, Biff, Happy, and Linda ● Models for written responses, including MLA guidelines for formal essay writing ● Quizlet study sets of vocabulary words to enhance understanding of 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> ● 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, <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> ● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7 	<p>Formative Assessment:</p> <ul style="list-style-type: none"> ● Quizzes on Act I and II (vocabulary, plot-based questions, open-ended responses, etc.) ● Short research activities: research and reflect on cultural aspects of 1950's America ● Reading strategies: closely read and annotate "The Transformation of the American Dream" by Robert J. Shiller ● The American Dream marketing activity: students will create a marketable product that "sells" the American Dream

<p>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.</p> <p><u>MATERIALS OF UNIT</u></p> <ul style="list-style-type: none"> • <i>Death of a Salesman</i> by Arthur Miller • <i>Death of a Salesman</i> (1985) directed by Volker Schlöndorff • "The Tragedy of the Common Man" by Arthur Miller • "The Transformation of the American Dream" - Robert 		<p>their denotative and connotative meanings</p> <ul style="list-style-type: none"> • Scene Viewing Guide <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Alternative vocabulary exercises, such as using vocabulary terms accurately in an extended response • 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. • Supplemental, higher-level reading materials to supplement the text, including materials on Khan Academy • Inquiry-based activities 	<p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards 9.2:</i></p> <ul style="list-style-type: none"> • 9.2.12.C.8 	<p>using visual and written means</p> <ul style="list-style-type: none"> • Watch Schlöndorff's adaptation of the film <i>Death of a Salesman</i> (1985) and critique the director's creative choices by answering film viewing questions and engaging in discussion • Extended responses: students will answer questions such as "Does the American Dream have a different effect on Willy's generation than his sons'?" and "what effect does the contrast of Biff/Bernard and Willy/Charley have on the story?" and use textual evidence to support their answers • Themes posters: students will
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<p>J. Shiller, <i>New York Times</i> article</p>				<p>create posters that capture the themes in the play such as hopes and dreams, abandonment, deceit, and reputation, using visually creative means.</p>
<p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> • Students will be able to annotate important information in the text such as character development, internal and external conflicts, word choice, symbolism, etc. • 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 • Students will be able to analyze the theme of the American Dream by determining its attributes during this time period • Students will be able to identify historical 				<p>Summative Assessment:</p> <ul style="list-style-type: none"> • Write a blog: students will demonstrate their understanding of Miller's writing style as well as the characterization of the characters by creating a blog from the perspective of a character in the play. The students will envision where this character will be a year after Willy's death. They will use writing as well as multimedia to capture the character's hopes,

<p>influences on societal expectations, such as the Cold War and the folly of “keeping up with the Joneses”</p> <ul style="list-style-type: none">• Students will be able to define the term “foil” as it applies to literature and analyze character foils in the play• Students will be able to write a critical essay on major themes and symbols in the play by citing textual evidence to support claims• 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				fears, interests, etc.
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<p>vocabulary and phrases as they are used including figurative and connotative meanings</p> <ul style="list-style-type: none"> Students will analyze how Miller's choices concerning how to structure specific parts of a text (e.g., the inclusion of flashbacks and memories) contribute to its overall structure and meaning as well as its aesthetic impact. 				
<p><i>The Catcher in the Rye</i> Search for a Voice</p> <p><u>DESCRIPTION OF UNIT</u></p> <p>This unit is designed to help students discover and explore major themes, characteristics, and cultural structures in J.D. Salinger's <i>The Catcher in the Rye</i>. The novel embodies and openly grapples with</p>	Eight weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> Graphic Organizers - Symbols, motifs, and theme reference packets IXL for writing conventions Teacher models for organizing and formatting constructed responses Chapter 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> 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, 	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> 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 Reading Quizzes- Chapters 1-2; 3-5; 6-8; 10-14; 21-23;

<p>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 will problemize him by exposing his character flaws and virtues while engaging in critical discussions. Students will also recognize that <i>The Catcher in the Rye</i> 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.</p>		<p>Summaries for reference</p> <ul style="list-style-type: none"> • Use of note cards for vocabulary • Notes and exemplars provided for how to annotate during close-reading practice • Film Viewing Guide <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Inquiry-Based Instruction through class discussions- 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 	<p>NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> • RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards 8.2:</i></p> <ul style="list-style-type: none"> • 8.2.12.B.4, 8.2.12.B.5 	<p>24-26</p> <ul style="list-style-type: none"> • Constructive Responses: Students will compose responses in 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 • Higher Order Critical Thinking Chapter Analysis Questions and quote analysis: Chapters 1-26 • RST Assignment: Students will listen to NPR's "Giving Voice to Generations", read <i>NY Times</i> articles "Teenagers Speak up on Salinger" and "Get a Life, Holden Caulfield"
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<p><u>MATERIALS OF UNIT</u> J.D.Salinger's <i>The Catcher in the Rye</i> and Bananafish, Robert Burns' "Comin' Thro the Rye", Danny Strong's <i>Rebel in the Rye</i>, 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", <i>NY Times</i> "Teenagers Speak up on Salinger"</p> <p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> 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 		<p>to self/ text to world connections to facilitate academic discussion</p> <ul style="list-style-type: none"> Constructed Responses in which students evaluate and synthesize the influence of WWII on J.D Salinger's composing of a fictional text Advanced Organizers issued at introduction of unit to facilitate independent instruction Peer Mediated Strategies (Peer Editing/ Peer Tutoring) for MLA Research Paper- Students read, edit, critique and discuss each others work IXL to strengthen research writing skills Inquiry Based Research - Social, 	<p><i>21st Century Standards</i> 9.2: ● 9.2.12.C.8</p>	<p>and compose an MLA formatted response in which they argue the reliability of Holden Caulfield to modern teenagers.</p> <ul style="list-style-type: none"> 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 Narrative Writing: Stream of Consciousness, Point of View, A letter to Holden Read and answer questions about the poem/song "Comin' Thro the Rye" by Robert Burns
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<p>interact, and build to produce a complex account</p> <ul style="list-style-type: none">● 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 responses● Students will determine the meaning of content based vocabulary and phrases as they are used including figurative and connotative meanings● Students will investigate and analyze the symbolism of the red hunting hat, the carousel, the title, the ducks in the lagoon, and		<p>economic , cultural life in the 1950's</p> <ul style="list-style-type: none">● Dialectical Journals- metacognitive tool that requires students to think about the learning process		<p><i>Summative Assessment:</i></p> <ul style="list-style-type: none">● MLA Research paper in which students investigate <i>The Catcher in the Rye</i> through a Psychological Critical lens to foster a deeper understanding of Holden Caulfield
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<p>the museum of natural history</p> <ul style="list-style-type: none">● 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● Students will conduct sustained research on psychological diagnosis in preparation for MLA formatted research papers● 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,				
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<p>and integrate information into the text selectively to maintain the transition of ideas</p> <ul style="list-style-type: none"> • Students will initiate and participate effectively in collaborative discussion analyzing the text and building on one another's ideas • Students will propel student facilitated discussion by posing and responding to questions that probe reasoning and evidence and respond thoughtfully to diverse perspectives 				
<p><i>Hamlet</i> Appearance vs. Reality</p> <p><u>DESCRIPTION OF UNIT</u> This unit is designed to help students analyze the</p>	Ten weeks	<p><i>For support:</i></p> <ul style="list-style-type: none"> • Guided notes for each act and scene • IXL for writing conventions • Accessible notes 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> • NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, 	<p><i>Formative assessment:</i></p> <ul style="list-style-type: none"> • Comprehensive tests (vocabulary, plot-based questions, extended response, etc.) on

<p>theme of “appearance vs. reality” in Shakespeare’s <i>Hamlet</i>. Along with this theme, students will understand the standards of Shakespearean theater, its influences, and its effects on modern-day film and theater. A primary focus throughout the unit will be to analyze and appreciate the complex language used in Shakespeare’s plays. They will determine multiple themes in the play such as madness, death & mortality, indecision, and deceit, through close reading and class discussion. Students will also analyze the character of Hamlet-- especially his shortcomings-- and his status of a tragic hero, as defined in Aristotle’s <i>Poetics</i>. Ultimately, students will engage with the play by close reading, listening to audio-recordings, acting, and watching film adaptations.</p>		<p>and act summaries provided on class website</p> <ul style="list-style-type: none"> • Character map and graphic organizers for symbols, themes, and essay writing • Use of “No Fear Shakespeare” (modern English text) as a companion for study • Modification of tests and written responses • Study guide questions for each act • Pre-teaching vocabulary and the speech patterns that are unique to Elizabethan English <p><i>For enhancement:</i></p> <ul style="list-style-type: none"> • Students will create discussion questions based on their familiarity with the content of 	<p>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, NJSLSA.L4,</p> <p><i>NJSLS – Companion:</i></p> <ul style="list-style-type: none"> • RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7 <p><i>21st Century Standards CRP:</i></p> <ul style="list-style-type: none"> • CRP2, CRP4, CRP 7, CRP11, CRP12 <p><i>Technology Standards 8.1:</i></p> <ul style="list-style-type: none"> • 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 	<p>Act I, Acts II & III, and Acts IV & V.</p> <ul style="list-style-type: none"> • Online applications such as Quizlet, Poll Everywhere, and Kahoot to review important concepts in the play. • Elizabethan Webquest: students will research an assigned aspect of Elizabethan society and present to the class • Five stages of grief research project: students will research the five stages of grief and apply to Hamlet, Claudius, and Gertrude at the start of the play. • Quote analyses: students will be given multiple quotes (particularly
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<p><u>MATERIALS OF UNIT</u></p> <ul style="list-style-type: none"> • <i>Hamlet</i> by William Shakespeare • <i>Hamlet</i> (1990) directed by Franco Zeffirelli • Arkangel Shakespeare <i>Hamlet</i> audio CD • <i>Poetics</i> by Aristotle <p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> • 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 determine the cultural norms of the Elizabethan era as well as Elizabethan theater • Define dramatic, situational, and verbal irony and distinguish 		<p>the play</p> <ul style="list-style-type: none"> • Students will be grouped homogeneously for group projects and will be assigned more rigorous tasks • Inquiry-based instruction for extended projects • Differentiated assessments • Emphasis on higher-order thinking questions • Use of Khan Academy to extend reading and writing skills 	<p>8.1.12.D.5</p> <p><i>Technology Standards</i></p> <p>8.2:</p> <ul style="list-style-type: none"> • 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards</i></p> <p>9.2:</p> <ul style="list-style-type: none"> • 9.2.12.C.8 	<p>soliloquies) where they must analyze themes and character development.</p> <ul style="list-style-type: none"> • Short “research” assignments: students will discover the meanings of multiple literary devices such as situational, verbal, and dramatic irony and apply to the play by providing evidence from the text. • Gallery walk: students will look at paintings of the “vanitas” genre and determine its influence on the emphasis of Yorick’s skull in Act V. • Journal entries: students will write reflectively on thematic questions, such as “are you a doer or a thinker?,” and “is it ever ok to
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<p>between what is said and what is meant throughout the play</p> <ul style="list-style-type: none"> ● Determine two or more themes such as madness, indecision, deceit, love and family, mortality, etc. and analyze their development over the course of the play, including how they interact and build on one another to produce a complex account ● Analyze how Shakespeare's choices concerning how to structure specific parts of a text--particularly the tragic resolution of the play--contribute to its overall structure and meaning as well as its aesthetic impact. ● Write arguments to support claims in an analysis of 				<p>lie?"</p> <ul style="list-style-type: none"> ● Tragic hero comparison: students will write a short essay comparing Hamlet to a modern day tragic hero (real or fictional) <p><i>Summative assessment:</i></p> <ul style="list-style-type: none"> ● Class debate: students will choose sides (affirmative or negative) to prove that Hamlet is (or isn't) actually crazy. They must work in teams to prepare quotes from the text and use rhetorical techniques to make their point clear.
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<p>Hamlet as a tragic hero</p> <ul style="list-style-type: none"> • Write a narrative that mimics the “to be or not to be” structure • Research the stages of grief and determine what stage each character is in at the beginning of the play • Apply knowledge of the “vanitas” genre of 17th century paintings to the integration of Yorick’s skull in <i>Hamlet</i> • Compare and contrast Hamlet and Fortinbras as “foils,” determining what characteristics are highlighted in each character by their contrast 				
<p><i>The Things they Carried</i></p> <p>The Journey</p> <p><u>DESCRIPTION OF</u></p>	Six weeks	<p><i>For support:</i></p> <ul style="list-style-type: none"> • IXL to reinforce writing conventions 	<p><i>NJSLS – ELA:</i></p> <ul style="list-style-type: none"> • NJSLSA.R1, NJSLSA.R2, 	<p>Formative assessment:</p> <ul style="list-style-type: none"> • Quizzes on chapters 1-5, 6-10, 11-15, 16-21

UNIT

This unit is designed to highlight the effects of the Vietnam War as well as the tensions leading up to it. Since the students learn about the Vietnam War during 11th grade, they will have a solid foundation of historical background information when reading the novel. For this reason, the unit will build off of this “foundation” and focus on the literary elements of the novel, such as the blurring of the lines between fact and fiction and the important elements of telling a “true war story.” They will also explore the themes of guilt, betrayal, love, fear, and loneliness. Also, there will be an emphasis on O’Brien’s unique method of characterization-- using the things men carry to capture their personalities, insecurities, and motivations.

MATERIALS OF UNIT

- Character tracking sheets to follow the progression/characterization of the major characters (Tim O’Brien, Jimmy Cross, Kiowa, etc.) throughout the book
- Modifications on assessments
- Models of discussion questions, project requirements, and written responses.
- Pairing students with more advanced students to promote peer-mentoring
- Graphic organizers to track themes such as obligation, morality, guilt, and the effects of carrying “weight”

For enhancement:

- Interest-based assessments for research tasks

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,
NJSLSA.L4,

NJSLS – Companion:

- RH.11-12.1,
RH.11-12.4,
NJSLSA.W5,
NJSLSA.W7,
WHST.11-12.1,
WHST.11-12.5,
RST.11-12.7

21st Century Standards CRP:

- CRP2, CRP4,
CRP 7, CRP11,
CRP12

Technology Standards 8.1:

- Online applications such as Quizlet, Poll Everywhere, and Kahoot to review important concepts in the book
- Discussion questions and class discussion about art and music related to the Vietnam War
- Journal writing: students will write questions and personal reactions to each chapter while reading the book
- Film viewing questions to accompany the viewing of *The Vietnam War* (2017), a film by Ken Burns & Lynn Novick
- Research task: students will choose a topic having to do with a facet of the Vietnam War and

<ul style="list-style-type: none"> • <i>The Things They Carried</i> by Tim O'Brien • "Facing It" by Yusef Komunyakaa • <i>The Vietnam War</i> (2017), a film by Ken Burns & Lynn Novick • Archival articles published in <i>The New York Times</i> 		<ul style="list-style-type: none"> • An emphasis on higher-order discussion questions about art and music related to the Vietnam War • Independent study: students with advanced knowledge of the war will complete independent projects on areas of interest, pertaining to the topic of the Vietnam War • Supplemental, higher-level reading materials (such as primary sources and newspaper articles) to supplement the text, including materials on Khan Academy 	<ul style="list-style-type: none"> • 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <p><i>Technology Standards</i> 8.2:</p> <ul style="list-style-type: none"> • 8.2.12.B.4, 8.2.12.B.5 <p><i>21st Century Standards</i> 9.2:</p> <ul style="list-style-type: none"> • 9.2.12.C.8 	<p>use archival articles published in <i>The New York Times</i> to support. Students can choose a subject such as draft procedures, K9's in Vietnam, anti-war protests, etc.</p>
<p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> • Analyze the impact of O'Brien's choices regarding how to develop and relate elements of the story, specifically the inclusion of literal and figurative "weight" • Analyze the impact of O'Brien's choice to write the story in a non-chronological order • Determine two or more themes, such 				<p>Summative assessment:</p> <ul style="list-style-type: none"> • "The Things I Carry" project: students will create a poster of themselves featuring things that they carry with them (both physically and mentally). They will write an accompanying MLA essay that seeks to define their characteristics through their carried items, all while comparing their experiences to those of the soldiers in the

<p>as obligation, morality, shame and guilt, and/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</p> <ul style="list-style-type: none">● Accurately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.● Demonstrate knowledge of the Vietnam War by creating a set of shared notes with a group● Compare and contrast various Vietnam War-era songs to analyze				<p>book.</p> <ul style="list-style-type: none">● Letter writing project: students will assume the persona of a character in the novel and write letters home or to another character in the book. The task will require them to engage known personality traits of the characters as well as their concerns, hopes, fears, etc.
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<p>the varying attitudes toward the war during the 1950's-1970's</p> <ul style="list-style-type: none"> Analyze pictures from the Vietnam War and compare to story elements such as setting, characterization, and symbolism Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others for peer-editing and media-based projects Analyze the poem "Facing It" by Yusef Komunyakaa to determine the complex feelings of Vietnam War veterans in their reflections of the war 				
Fences The Journey	Six Weeks	<i>For support:</i> <ul style="list-style-type: none"> Printed copies of 	<i>NJSLS – ELA:</i>	<i>Formative Assessments:</i> <ul style="list-style-type: none"> Reading Quizzes

DESCRIPTION OF UNIT

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 plays characters, setting, and diction in order to deepen comprehension. Students 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

acts and scenes for enhancement of comprehension

- Guided notes with annotations
- Use of IXL
- Modifications of exams and writing assignments
- Graphic organizers for prewriting activities
- Pre-teaching of historical context
- Use of media to support comprehension and visual representations

For Enhancement:

- Expert Groups- Literature Circles: Students will be heterogeneously placed in groups to promote peer mentoring
- Discussion questions: Students will be able to create, pose, and respond to higher order

- 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, NJSLSA.L4,

NJSLS – Companion:

- RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, RST.11-12.7

21st Century Standards CRP:

- CRP2, CRP4, CRP 7, CRP11, CRP12

(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

- Higher Order Discussion/ Analysis Questions: Students will analyze how racial inequality is reflected in the play, investigate character relationships and dynamics, and analyze motifs and symbolism
- WebQuest: Brown vs. Board of Education, Civil Rights, Jackie Robinson, Jim Crow, and Life in the 1950's
- Daily Journals: Students will respond to "Essential Questions" including life's obstacles and

<p>direction, setting, symbolism and diction in order to promote social change.</p> <p><u>MATERIALS OF UNIT</u> August Wilson's <i>Fences</i>, Denzel Washington's <i>Fences</i> (film), History.com "Voting Rights Act of 1965", <i>NY Times</i> "Dodgers Purchase Robinson", Richard Wright's <i>Black Boy</i>, Langston Hughes' "Dreams Deferred" and "I, Too" Rudyard Kipling's "If", WEB DuBois' "My Country 'Tis of Thee", Nikki Giovanni's "Dreams"</p> <p><u>OBJECTIVE OF UNIT</u></p> <ul style="list-style-type: none"> ● Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. ● Determine two or more themes and analyze their 		<p>questions to facilitate student driven discussion</p> <ul style="list-style-type: none"> ● 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 <i>Black Boy</i>, Miller's <i>Death of a Salesman</i>, Langston Hughes' "Dreams Deferred", and excerpts from Maya Angelou's, <i>I Know Why the Caged Bird Sings</i> ● Evaluate and synthesize the influences of authors who use narrative writing as a platform for social 	<p><i>Technology Standards</i> 8.1: <ul style="list-style-type: none"> ● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7, 8.1.12.D.5 <i>Technology Standards</i> 8.2: <ul style="list-style-type: none"> ● 8.2.12.B.4, 8.2.12.B.5 <i>21st Century Standards</i> 9.2: 9.2.12.C.8</p>	<p>struggles, personal achievements, family dynamics, moral and ethical code, and the American Dream</p> <p><i>Summative Assessments:</i></p> <ul style="list-style-type: none"> ● 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 ● Film Analysis: Students will compose a comprehensive and thorough film analysis/ review in which they focus on how an actors facial expressions, behaviors, and
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<p>development over the course of the text, how they interact and build on one another to produce a complex account</p> <ul style="list-style-type: none">● Analyze the impact of author's choices regarding how to develop and relate elements of a story including how characters are introduced and developed● Determine the meaning of figurative and connotative words and phrases and analyze the impact of word choice on meaning and tone● 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		<p>commentary and criticism</p>		<p>tone affect interpretations of a play and incorporate a film critique following models</p>
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<p>conjunction with the primary text</p> <ul style="list-style-type: none">● Determine the author's point of view and purpose in which rhetoric is particularly effective● Conduct research projects to answer inquiry based questions, gather relevant information from multiple authoritative print and digital sources, and integrate information selectively to maintain flow of ideas● Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience● I will be able to analyze author's purpose,				
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<p>specifically how a text can act as social commentary by making connections between a text and individuals, ideas, and events</p> <ul style="list-style-type: none">• 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