**COURSE TITLE**

English 400 Honors

**LENGTH**

Full Year
Grade 12

**DEPARTMENT**

English
Brian Ersalesi, Supervisor of English Language Arts and Fine, Practical & Performing Arts

**SCHOOL**

Rutherford High School

**DATE**

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# English 400 Honors

## I.      Introduction/Overview/Philosophy

English 400 Honors is an honors level course that fulfills the twelfth grade requirement for English.   It is designed for homogeneously grouped seniors who have met the criteria established by the English Language Arts department for admission into the honors program.

The purpose of the English 400 Honors course is to provide a greater challenge and more rigorous curriculum than the English 400 classes. The basic goals are the same: students will develop their abilities to read, write, speak, and think critically and creatively.  The Honors curriculum encourages to explore more complex issues independently. Students are challenged to study literature at a level that will ease their entry into the challenge of a collegiate program.

Students are also exposed to college-level reading and writing assignments. College-level strategies such as note taking from lecture, highlighting, and formatting papers is part of this curriculum. Students in English 400 Honors will be prepared for the college experience when they graduate from high school.

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.

## II.     Objectives

***Course Outline:***
   A. **Unit One:  Self-Discovery**
      a.  Students will focus on their purpose for writing studying the theme of "Self-Discovery."  The thematic exploration of identity will begin with the students' own experiences and conclude with a more developed understanding of the individual and their conflict with the standards of society.
      b.  **Reading:**
         i.   *Frankenstein* by Mary Shelley
         ii.  *Man Made Boy* by Jon Skovron (Supplemental)
         iii. *The Bedford Reader* suggested readings
               1. "Superman and Me" by Alexie Sherman
               2. "No Name Woman" by Maxine Hong Kingston
               3. "Shooting an Elephant" by George Orwell
               4. "We're Not…" by Andrew Roman
               5. "Black Men & Public Space" by Brent Staples
               6. "Why Women Still Can't Have it All" by Anne-Marie Slaughter
               7. "Fish Cheeks" by Amy Tan
      c.  **Skills/Strategies:**

       i. Speaking and Listening – Socratic Seminars
      ii. Critical Reading
     iii. Research – MLA citation style and works cited

  **d. Assessments:**
       i. Quizzes and in-class writing – For most of the readings, students are given either a quiz or they respond in writing to focused questions, which checks for understanding of meanings and rhetorical strategies.
      ii. Composition – Comparison and Contrast Prompt:  In his essay, "Self-Reliance," Emerson states, "Society everywhere is in conspiracy against the manhood of every one of its members….Whoso would be a man, must be a nonconformist….What I must do is all that concerns me, not what the people think."   Imagine that Emerson and Victor Frankenstein meet in some sort of otherworld.  Write the conversation they have concerning individuality vs. a conformist society.  You can include narrative, however, most of your writing should consist of dialogue.

**B.  Unit Two: Ethics**
  a.  Students will focus on their purpose for writing while experimenting with different arrangements.  In addition, students will focus on the principles of argument and synthesis.  The thematic exploration of ethics will begin with the study of *The Theban Plays*.

  **b.  Readings:**
       i. *The Theban Plays* by Sophocles
      ii. *Things Fall Apart by* by Chinua Achebe
     iii. *The Bedford Reader* suggested readings
          *1.* "Why We Lie" by Dan Ariely
          *2.* "The Capricious Camera" by Laila Ayad
          *3.* "Plata o Plomo: Silver or Lead" by Marie Javdani
          *4.* "Having it All?" by Andrew Cohen
          *5.* "A Modest Proposal" by Jonathan Swift

  **c.  Skills/Strategies:**
       i. Speaking and Listening – Socratic Seminars
      ii. Reasoning – Inductive and Deductive Reasoning in Writing

  **d.  Assessments:**
       i. Argumentative Essay
      ii. Synthesis Essay
     iii. In-Class Responses – Various topics will be provided based on the unit's assigned readings and written and visual pieces presented for the first time in class.
     iv. Socratic Seminar – Students will use information from all of the written and visual sources they have analyzed over the course of the unit to establish a coherent and comprehensive definition of what education means to them.

**C.  Unit Three: War & Conflict**
  a.  The thematic exploration of war and conflict will begin with the study of the Shakespeare option and conclude with a more developed understanding of war and conflict in history and our culture.

  **b.  Readings:**
       i. *One Flew Over the Cuckoo's Nest* by Ken Kesey
      ii. *The Bedford Reader* suggested readings
          *1.* "Blood Loss" by Christopher Beam

2. "Live Free and Starve" by Chitra Divakaruni
3. "The Pine Ridge Community Storytelling Project" by *National Geographic*
4. "Life on the Mississippi" by Luis Alberto Urrea

   c. **Skills/Strategies:**
      i. Speaking and Listening – Socratic Seminars
      ii. Reasoning – Methods of Argument

   d. **Assessments:**
      i. Quizzes and in-class writing
      ii. Expository Essay
      iii. Synthesis Essay
      iv. In-Class Responses – Various topics will be provided based on the unit's assigned readings and written and visual pieces presented for the first time in class.

**D. Unit Four: Education and Opportunity**

   a. Students will focus on their purpose for writing while experimenting with different arrangements.  In addition, students will focus on the principles of argument and synthesis.  The thematic exploration of education and opportunity will begin with the students' own experiences and conclude with a more developed understanding of education and its importance.

   b. **Readings:**
      i. *The Bedford Reader* suggested readings
         1. "Superman & Me" by Sherman Alexie
         2. "The Best Kept Secret on Campus" by Rosie Anaya
         3. "The Dreamer" by Junot Diaz
         4. "Jock Culture" by Robert Lipsyte
         5. "This is Water" by David Wallace
         6. "A Talk to Teachers" by James Baldwin

   c. **Viewing:** "Waiting for Superman" Documentary

   d. **Skills/Strategies:**
      i. Speaking and Listening – Socratic Seminars
      ii. Visual Analysis

   e. **Assessments:**
      i. Quizzes and in-class writing
      ii. Expository Essay – Compare and contrast "A Talk to Teachers" by James Baldwin and "Superman and Me" by Sherman Alexie in terms of learning, specifically educating oneself, within the constraints of societal institutions.
      iii. Film Analysis Essay – The students will complete an analysis of the visual rhetoric used in the film "Waiting for Superman", focusing on logical fallacy and the director's use of juxtaposition to achieve his purpose.
      iv. In-Class Responses – Various topics will be provided based on the unit's assigned readings and written and visual pieces presented for the first time in class.
      v. Socratic Seminar – The essential question of the Socratic Seminar is: "What is the purpose of education?" Students will use information from all of the written and visual sources they have analyzed over the course of the unit to establish a coherent and comprehensive definition of what education means to them.

**E. Unit Five: Communication and Language**

   a. Students will continue their application of argumentation and synthesis while exploring the idea of the American Dream.

      **b. Readings:**
- i. *1984* by George Orwell
- ii. *The Bedford Reader* suggested readings
  1. "Narcissist, Give It a Rest" by Meghan Daum
  2. 'That's so Mysto: What Makes Slang Stick?" by Juliet Lapidos
  3. "The World of Doublespeak" by William Lutz
  4. "The Meanings of a Word" by Gloria Naylor
  5. "What Words Can Tell" by Francine Prose
  6. "But What Do You Mean?" by Deborah Tannen

      **c. Assessments:**
- i. Analysis Essay
- ii. Argumentative Essay
- iii. In-Class Responses – Various topics will be provided based on the unit's assigned readings and written and visual pieces presented for the first time in class.

## *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
- Write for a variety of purposes
- Write the college essay
- Create and sustain arguments based on readings, research and/or personal experience
- Evaluate literature based upon thematic conventions
- Synthesize literature based upon historical themes and ideals
- Evaluate filmed/performed representations of literature
- 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
- Revise a work to make it suitable for a different audience
- Analyze image as text
- Evaluate and incorporate reference documents into researched papers.
- Participate in and create Socratic Seminars
- Research – MLA citation style and works cited
- Critically Reason – Inductive and Deductive Reasoning in Writing
- Critically Reason – Methods of Argument

*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.
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**Grades 11-12**

**Progress Indicators for Speaking and Listening**
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### *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.

<div align="center">

**Grades 11-12**

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

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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.

<div align="center">

**Anchor Standards for Writing**

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

**Text Types and Purposes**

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

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

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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

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

**Range of Writing**

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

### Grades 11-12

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

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

**Text Types and Purposes**

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

WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
E. Provide a concluding paragraph or section that supports the argument presented.

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

**Production and Distribution of Writing**

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

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

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

**Research to Build and Present Knowledge**

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

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

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

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

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


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

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

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

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

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

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

*CRP 7    **Employ valid and reliable research strategies***
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

*CRP8     **Utilize critical thinking to make sense of problems and persevere in solving them***
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

*CRP9     **Model integrity, ethical leadership and effective management***
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

*CRP10    **Plan education and career paths aligned to personal goals***
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

*CRP11    **Use technology to enhance productivity***
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

*CRP12    **Work productively in teams while using cultural global competence***
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

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

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

8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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

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

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

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

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

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

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

8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## III.    Proficiency Levels

English 400 Honors is designed for seniors who have met the criteria established by the English Langugage Arts department for admission into the honors program.

## IV.    Methods of Assessment

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

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

## V.    Grouping

English 400 Honors is designed for homogeneously grouped seniors who have met the criteria established by the English Langugage Arts department for admission into the honors program.

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

English 400 Honors is a full year course.

## VII.    Resources

### *Texts/Supplemental Reading/References*

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

- Technology

- o Use of technology will conform to the following New Jersey Student Learning Standards: (8.1.12.A.1) (8.1.12.A.2) (8.1.12.A.3) (8.1.12.A.4) (8.1.12.C.1) (8.1.12.D.2) (8.1.12.F.2)
  - o Students shall use computers to complete research and for word processing. Teachers shall use appropriate technology to enhance lessons.  Students shall use computers for independent practice of developing skills and as part of the writing process.

- Texts
  - o *The Bedford Reader*, Bedford St. Martins, 2014.

- English 400 Honors Required Reading:
  - o *1984* by George Orwell
  - o *Frankenstein* by Mary Shelly
  - o *One Flew Over the Cuckoo's Nest* by Ken Kesey
  - o *Romeo and Juliet by William Shakespeare (Connections from Freshman Year)*
  - o *Theban Plays* by Sophocles
  - o *Things Fall Apart* by Chinua Achebe

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

- Technological Resources
  - o 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

      o   teacher think-alouds

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

## XII.   Professional Development

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

## XIII.   Curriculum Map/Pacing Guide

| Unit Topic | Time Allocated | Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students | Standards | Assessments |
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| **Mary Shelley's** *Frankenstein* **Self Discovery**<br><br>Throughout this unit students will learn and understand the elements of an epistolary gothic novel by exploring the theme of nature vs. nurture and the relationship between creator vs. creation. Students will read *Frankenstein* the text, in class as well as independently at home, while making thematic connections between the text, themselves, and the world by through class discussions, written assignment, and an oral | Five weeks | *For Support:*<br><br>● *Frankenstein* Active Viewing Guide<br>● Nature vs. Nurture in-class notes<br>● Printed non-fiction sources on psychological development for research paper<br>● Use digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding, reasoning, and evidence.<br><br>*For Enhancement:*<br>● One specific enhancement based on | *NJSLS – ELA:*<br><br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:* | *Formative Assessment:*<br><br>● Create your own "Frankenstein Monster"— Students will make their own "identity creations" of themselves using magazine cutouts, google images,  or drawings in order to answer one of the essential question of the novel:"How do we construct our own identities?"<br>● Reading check quiz on the principles of Romanticism. |

| presentation as well as creative project. Students will view clips from Branagh's film to enhance and reinforce character roles and dynamics as well as plot understanding while completing active viewing questions.<br><br>**MATERIALS IN UNIT:**<br><br>● Mary Shelley's novel, *Frankenstein*<br>● Kenneth Branagh's *Frankenstein* film featuring Robert De Niro and Kenneth Branagh<br>● Maslow's Hierarchy of Needs non-fiction printout<br>● Piaget's Stages of Cognitive Development non-fiction printout<br>● The Creation of Man by John M. Hunt<br>● Frankenstein: A Cautionary Tale of Bad Parenting | | unit content<br>● One specific enhancement based on unit content<br>● One specific enhancement based on unit content | ● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5,<br><br>*21st Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7,<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21st Century Standards 9.2:*<br> 9.2.12.C.8 | ● *Frankenstein* Chapters 1-4 Quiz<br><br><br>*Summative Assessment:*<br><br>● Students will compose an MLA research paper comparing and contrasting the creator (Victor) with the monster by using non-fiction print sources and textual support from the novel. |
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| **OBJECTIVES OF UNIT:** | | | |
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| ● Students will discuss the importance of reading Frankenstein almost 200 years later by examining how Shelley's themes are still relevant to today's society. Read closely to determine what the text says explicitly and to make inferences<br>● Determine how central ideas and themes such as nature vs. nurture develop over the course of the text.<br>● Analyze how Shelley explores the role of parenting (Victor and the monster) and how a parent's decisions impacts a child's upbringing. | | | |

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| ● Identify how and why Victor and the Monster share similar qualities as evidenced in their: learning experiences, obsessive personalities and abandonment issues. | | | | |
| **George Orwell's *1984* Communication and Language**<br><br>This unit will explore the thematic concepts of power, totalitarian governments, and the manipulation of language. The unit will begin with the students' own experiences and conclude with a more developed understanding of the effects of language and power. Students will learn the characteristics of a dystopia/science fiction drama and apply those elements by identifying them in various other forms of | Five Weeks | *For Support:*<br><br>● Teacher modeling for how to complete a close reading analysis<br>● Graphic organizer to outline and define the power structures present in the novel<br>● IXL practice for grammar, punctuation<br>● Scaffolding: think-pair-share<br>● Cooperative learning groups<br>● Modified tests and quizzes<br>● Re-phrasing of questions, directions and | *NJSLS – ELA:*<br><br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, | *Formative Assessment:*<br><br>● The Elements of a Dystopia Quiz<br>● The Elements of a Dystopian Protagonist Quiz<br>● 1984 reading check quizzes per Book 1, 2, and 3<br><br>*Summative Assessment:*<br>● Students will teach the class by creating Google Slides presentation about the historic and literary context of the novel<br>● Students will create a propaganda poster |

| media. | | explanations | RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5, | for the Party of *1984* showcasing any of the themes in the novel. |
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| **Materials in Unit:**<br>● "Politics and Language" by George Orwell<br>● *1984* by George Orwell<br>● Film Unit as compilation to the text Kurt Wimmer's *Equilibrium*<br>● Song and lyrics by Zager and Evans - "In the Year 2525" with youtube music video/clip<br>● Film clips from *The Truman Show* to show elements and concept of a dystopia as introductory component<br>● Black Mirror (*Netflix* Series) - Episode 1, season 3: "Nosedive" & Season 3 episode 2<br>● *A&E* article: | | *For Enhancement:*<br><br>● Real-world problems and scenarios- making connections<br>● Inquiry-based instruction through Socratic seminars | *21st Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7,<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21st Century Standards 9.2:*<br>● 9.2.12.C.8 | ● 1984 Final Unit Test |

Undercover High- Dangers in Social Media"
- What is Satire? Handout with youtube clips from *The Daily Show* and *Saturday Night Live*

**OBJECTIVES OF UNIT:**
- Students will track the elements of the dystopian protagonist, analyzing how Winston progresses over the course of the text by applying the characteristics of a dystopian protagonist.
- Determine how central themes develop over the course of the text
- Use of language, irony and characterization to convey political and social views of the time period

| Writing for Life | Three Weeks | *For Support:* | *NJSLS – ELA:* | *Formative Assessment:* |

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| ***Practical Skills for the Real World and Writing in Response to Popular and Prominent Political Issues***<br><br>In this unit which is college and career focused, students will learn and master a variety of "real-life" writing skills that will equip them for writing after high school.  This unit will be predominately based on a writer's workshop forum which will allow students to write, revise, edit, as well as collaboratively edit and revise. A variety of different "real-life" scenarios will be covered such as how to write a professional email, how to apply for a job, how to read an electricity bill and compose a letter showing a bill discrepancy, how to create a resume, what is a cover letter and how to write one, and how to efficiently prepare for an interview. Students will learn appropriate language and word choice | | ● Small Group/one-to-one<br>● Use digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding,, reasoning, and evidence<br>● Extended time<br>● Modified project requirements<br>● Concrete examples and models<br>● Review of directions and repetition of oral directions<br>● Extra visual and verbal cues and prompts<br>● Proper Language- how to avoid slang in professional writing anchor chart<br>● "This is America" Music Video | ● 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,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5,<br><br>*21st Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12 | ● Career Webquest<br>● Write a fictitious cover letter<br>● Teach the Class Interview Techniques<br>● Scenario-based Email Writing<br>● Scenario-based PSEG and Verizon Bill Discrepancies<br>● The Do and Don'ts of How to Write a Professional Email Quiz (language and conventions)<br>● Elements of a Professional Email Quiz<br>● Elements of a Cover Letter Quiz<br>● Gun Control Webquest<br><br>*Summative Assessment:*<br><br>● Students will work in pairs and will be designated a specific career; Each pair will collaboratively |

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| for composing a formal email by following proper conventions and etiquette.<br><br>The second aspect of this unit will prompt student to read non-fiction articles and  current events in order to access political views and form arguments both verbal and written.<br><br>**MATERIALS IN UNIT**<br><br>- PSEG bill<br>- Verizon Phone Bill<br>- Cover Letter Examples/Models<br>- Resume Examples/Models<br>- Career Webquest<br>- Youtube Clip-Good vs. Bad Interview Techniques<br>- Article: Harvard Interview Questions<br>http://businessinsider.com/ex-harvard-interviewer-shares-the- | | Artistic Representation Chart with analysis and opinions<br><br><br>*For Enhancement:*<br>- Independent Writing<br>- Complex Questions for the 1:1 Mock Interview<br>- Experiential Learning with real-life manager (guest speaker)<br>- Create an anchor chart for proper polite and formal language in email writing<br>- Applied learned resume development skills to obtaining a job | | research and prepare questions specific to their set career and then present them in a mock interview.<br><br>- Using their completed Gun Control Webquest and Childish Gambino's music video, "This is America," students will compose a well developed three paragraph essay in response to Gun Control.  Students will analyze three prominent aspects of Gambino's music video and compose a thoughtful reflections on their opinion on Gun Control issues, policies, and reform. |

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| questions-she-typically-asked-in-the-interview-2016-10#-2<br>● Geoffrey Canada TED TALK: "Our Failing Schools Enough is Enough" https://www.ted.com/talks/geoffrey_canada_our_failing_schools_enough_is_enough<br>● Source- Opposing Viewpoints and Debates: Gun Control Today<br>● Childish Gambino's music video: "This is America"<br>● This is America Chart: three artistic representations and analysis<br>● Aristotle's Three Pillars of Persuasion Article: Ethos, Pathos, and Logos<br><br>**OBJECTIVES OF UNIT:** | | | |

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| <ul><li>Understand and apply polite language, appropriate jargon, and diction to compose a formal email</li><li>Analyze an electricity bill and compose a formal email issuing a complaint/bill discrepancy</li><li>Understand and demonstrate appropriate body language and expressive language to use during a professional interview</li><li>Research typical and specific questions to expect on an interview on various careers</li><li>Appropriate and foundationally support claims taking a stance on various political issues</li></ul> | | | |

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| ● Analyze and interpret contemporary media and artistic interpretations of various ideals | | | | |
| ***A Streetcar Named Desire* by Tennessee Williams**<br><br>In this unit students will read, discuss, and analyze Tennessee Williams' drama, focusing on the development of interrelated central ideas within the text as well as the historical time period of the work (Antebellum South). As students discuss the text, they will analyze complex characters who struggle to define and shape their own identities. The characters' struggles for identity revolve around various internal and external forces including: class, gender, politics, intersecting cultures, and family expectations.<br><br>**<u>MATERIALS OF UNIT:</u>**<br>● Tennessee Williams *A Streetcar Named* | Five to Six Weeks | *For Support:*<br><br>● KWL Strategy Chart (anticipatory set)<br>● Copies of In-Class Notes and powerpoint: Juxtaposition between New South and Old South<br>● Small Group/one-to-one<br>● Use digital media (e.g. textual, graphical, audio, visual (film), and interactive elements) in presentations to enhance understanding, reasoning, and evidence<br>● Extended time<br>● Modified project requirements | *NJSLS – ELA:*<br><br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.6, NJSLSA.W1, NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, | *Formative Assessments:*<br><br>● New South vs. Old South Quiz<br>● Streetcar vocabulary connotations and definitions<br>● Journals and Do Now short written assessments<br>● *Streetcar* Historical Background and Context quiz<br>● Constructive Response: Analyzing the symbols of light in dark in the play using textual support<br><br>*Summative Assignments:*<br><br>● Students will write arguments to support claims in |

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| *Desire* play<br>● Compilation Texts: (poem) "A Daily Joy to Be Alive" by Jimmy Santiago Baca<br>● "The Overcoat" by Nikolai Gogol<br>● *The Namesake* by Jhumpa Lahiri (excerpts)<br>● Elia Kazan film, *A Streetcar Named Desire* (1951)<br><br>**OBJECTIVES OF UNIT:**<br><br>● Explore and analyze author's style over the course of the play<br>● Analyze and explore Blanche Dubois as a Southern archetype and a post-war woman<br>● Understanding and tracing the theme of reality vs. allusion through the character of Blanche Dubois | | ● Concrete examples and models<br>● Review of directions and repetition of oral directions<br>● Extra visual and verbal cues and prompts<br><br>*For enhancement:*<br><br>● Connotations and denotations of vocabulary in scene 3: identifying meanings of words based on their context in the play (e.g. portieres, indolently, feigned, etc.)<br>● Theatre and Interpretation additional writing assessment: (Analyzing poetic license, art, and interpretation) Students will view three separate interpretations of | WHST.11-12.5,<br><br>*21st Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7,<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21st Century Standards 9.2:*<br>● 9.2.12.C.8 | a review of a scene from the play that employs analysis of substantive topics using valid reasoning and relevant and sufficient evidence<br><br>● Compose a film review comparing and contrasting various specific scenes from the film in conjunction to the original text. |

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| <ul><li>Identify and explore Stella and Blanche as foil characters to enhance characterization</li><li>Create a character sketch for each major character by analyzing stage directions and dialogue over the course of the play</li><li>Identify and build vocabulary through their reading</li><li>Explore essential questions:</li></ul>1. What comprises our personal identity, values, and beliefs?<br>2. How are these similar to and/or different from the "realities" presented within literature?<br>3.  How does the issue of unfulfilled dreams act as a catalyst for internal and/or external conflict in | | scenes from various productions of *A Streetcar Named Desire* and identify directorial interpretations by comparing and contrasting each in a five paragraph expository essay<ul><li>Independent Writing</li><li>Group-Led Discussions</li><li>Teach-the-class presentations (student-driven)</li></ul> | |

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| a text?<br>4. How do an author's choices in characterization help to develop themes in a text?<br>5. How does an author use rhetorical devices (such as word choice, parallelism, repetition, figurative elements, and organization patterns) to influence readers to understand and/or appreciate his/her perspective? |  |  |  |  |
| ***Othello* by William Shakespeare**<br>**Society and the Self**<br><br>Throughout this unit, students will explore early modern and contemporary attitudes to race and gives students supported practice in analyzing and interpreting the play. Students will be introduced to four key | Five Weeks | *For Support:*<br><br>● *Othello* character guide and descriptions<br>● *Othello* Act summaries<br>● *Othello* Guided Study Questions<br>● *Othello* Active Reading Guide (A.V.G.)<br>● No Fear | *NJSLS – ELA:*<br><br>● NJSLSA.R1, NJSLSA.R2, NJSLSA.R3, NJSLSA.R7, NJSLSA.R8, NJSLSA.R10, RL.11-12.1, RL.11-12.2, RL.11-12.9, RI.11-12.2, RI.11-12.6, NJSLSA.W1, | *Formative Assessments:*<br><br>● *Othello* Character Quiz<br>● *Othello* Reading Check Quiz Act I<br>● *Othello* Reading Check Quiz Act II<br>● *Othello* Reading check Quiz Act III<br>● *Othello* Reading Check Quiz Act IV |

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| characters, will engage in reader's theatre, and will use persuasive language to act out a mock court case. The session culminates in a discussion of how current issues pertaining to race interact with those in the play, and can be extended by writing a formal letter.<br><br>**MATERIALS OF UNIT:**<br><br>● William Shakespeare's consumable text *Othello*<br>● Othello (film) featuring Kenneth Branagh 1995<br>● No Fear Shakespeare (supplemental)<br><br>**OBJECTIVES OF UNIT:**<br>● Paraphrase the characters' lines into modern language<br>● Demonstrate their understanding of the characters | | Shakespeare printed Act Modern Translations (online source and print source available)<br>● Multi-media approach (show film after each act or scene)<br>● Flexible Grouping<br>● Tiered Assignments<br>● Adjusting the pace of the lesson<br>● Repeating and reiterating major ideas and concepts<br>● Modified tests and quizzes<br>● Graphic organizers for constructed responses and long-term writing assessments<br>● Model outlining for essays<br>● Provide quotes for essay writing<br><br>*For Enhancement:*<br><br>● Higher-order | NJSLSA.W4, NJSLSA.W6, NJSLSA.W9, NJSLSA.SL3, NJSLSA.SL4, NJSLSA.L1, NJSLSA. L4,<br><br>*NJSLS – Companion:*<br><br>● RH.11-12.1, RH.11-12.4, NJSLSA.W5, NJSLSA.W7, WHST.11-12.1, WHST.11-12.5,<br><br>*21st Century Standards CRP:*<br>● CRP2, CRP4, CRP 7, CRP11, CRP12<br><br>*Technology Standards 8.1:*<br>● 8.1.12.D.1, 8.1.12.E.1, 8.2.12.C.7,<br><br>*Technology Standards 8.2:*<br>● 8.2.12.B.4, 8.2.12.B.5<br><br>*21st Century Standards* | *Summative Assessment:*<br><br>● *Othello* Creative Project with 4 options: Option 1: Artistic Representation: Locate one significant line from the play that is essential to the overall plot. Create an artistic representation of this line that demonstrates how the chosen line contributes to the development of the plot, characterization, and overall theme (character's strength and weaknesses, the theme of betrayal, light versus dark imagery, etc.)<br><br>Option 2: Choose a significant scene from the play that involves as many characters that are in your group. Then, |

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| lines by reading their paraphrasing aloud to the class<br>● Substitute Shakespeare's text while thinking their own paraphrasing<br>● Analyze the author's purpose and/or perspective in a variety of text and understand how they effect meaning | | questioning and thinking skills<br>● *"Teach the Class"* - Act by Act Summaries and Highlights<br>● Topic selection by interest<br>● Independent study<br>● Independent translations of important passages<br>● Improvise writing as a character by creating dialogue | *9.2:*<br>● 9.2.12.C.8 | rewrite the entire scene in modern-day language. You will assume the role of the characters you choose and will take center stage in the room to reenact the scene for your classmates. Pay careful attention to detail, position of the characters, tone of voice, and plot line.<br><br>Option 3:  Create a Twitter exchange between Desdemona that begins when they first met (before the play begins) and sheds light on their relationship throughout the play. The tweets should shed light on the special moments and conflicts that strain their relationship. Be sure to time stamp your tweets and include hashtags when appropriate. Having an unanswered tweet can show frustration of one of the characters. Use your imagination and continue the conversation to the end of the play. You must print your exchanges and |

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| | | | | be prepared to read these to your classmates with appropriate tone and voice inflection. |
| **Randy Pausch's *The Last Lecture*** **Society and the Self** Throughout this non-fiction unit, students will understand the elements of a memoir and the purpose of writing a memoir by reading Paush's account of his last lecture as a professor at Carnegie Mellon. Students will be challenged to discuss, reflect, and write about their families, their dreams, and the power of legacy. Students will explore and identify parallels and differences between the text and the video of Pausch's actual lecture. Throughout their reading, students will identify and access the purpose of the following literary devices: allegory, anecdotes, aphorism, flashback, irony, memoir, | Three weeks | *For Support:* ● Chapter by Chapter Guided Questions Packet http://uhiren.weebly.com/uploads/3/1/7/9/31793641/fsthelastlectureweekly.pdf ● The Elements of a Memoir Handout ● Videos of Pausch's Last Lecture (visual and auditory support) ● The Last Lecture: A guide for Educators, Parents, and Book Clubs Chapter Abstracts https://www.cmu.edu/randyslecture/pdf/LastLecture-EducatorsGuide.pdf *For Enhancement*: ● Independent | | *Formative Assessment:* ● Elements of a memoir quiz ● Post Chapter 2 : Compose a 5 paragraph essay: Who Are YOU? Discuss and analyze yourself-what type of legacy have you created in your life thus far? What makes you unique? ● Collection of in-class chapter by chapter journals *Summative Assessment:* ● Compose a three page hypothetical last lecture mimicking the elements of a memoir and present to the class in a 5 minute |

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| and symbolism. Students will trace the themes of dreams, perseverance, and mortality and discuss how these themes resonate with humans.  Ultimately, through their reading and discussions, the goal of this unit is to foster inspiration, motivation, and appreciation for following one's dreams and being true to yourself.<br><br>**MATERIALS OF UNIT:**<br><br>● *The Last Lecture* PDF<br>● Pauch's Videos of his lectures: https://www.youtube.com/watch?v=ji5_MqicxSo&disable_polymer=true<br>● Wall Street Journal Article on Last Lecture https://www.wsj.com/articles/SB120951287174854465<br>● New York Times Article on Paush's passing https://www.nytim | | Comprehension and critical thinking questions<br>● Student-driven discussions<br>● Create 5 Loaded discussion questions (sparks more than one response) for socratic seminar discussion | | oral speech. |

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**OBJECTIVES OF UNIT**

- Identify elements of a memoir genre
- Trace the themes of morality, perseverance, and dreams throughout the text
- Compare and contrast the text with the video lectures
- Define and identify literary devices: symbolism, irony, flashback, aphorism, anecdotes, metaphor, simile throughout the text
- Write personal and thoughtful

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| reflections with insight and self-analysis<br>● Interview a family member and record their fondest childhood memories and dreams and whether they achieved those dreams<br>● Write a 3 page hypothetical last lecture by mimicking the aspects of a memoir and present to the class in a 5 minute oral speech | | | |

## XIV.  Appendices