

Department of Equity, Curriculum and Instruction

# English Language Arts

## Curriculum Guide

MHS English: Grade 11

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**Montclair Public Schools**

**Course Title:** English Grade 11

**Curriculum Area:** ELA      **Credits:** 5

**Course Pre-Requisites:** English Grade 10

**2019 Curriculum Writers**

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## Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief immersing students in the process of reading, writing, speaking and listening, and language to create a vital community of learners. When students engage with and respond to a variety of literature, they develop an awareness of the human condition, gain empathy, and discover a sense of personal empowerment that allows them to become active participants in society. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

### **New Jersey Student Learning Standards for English Language Arts**

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.

### **Note on range and content of student reading**

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

*The purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write grade level text independently. Instruction emphasizes reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.*

### **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.

### **Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating an understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

## **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.

### **Note on range and content of student speaking and listening**

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

## **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.

### **Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Overview	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	Primary Focus Standards: RL.11-12.1 RI.11-12.1  RL.11-12.2 RI.11-12.2  RL.11-12.3 RI.11-12.3  RL.11-12.4 RI.11-12.4  RL.11-12.6 RI.11-12.6	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F  W.11-12.3  W.11-12.4  W.11-12.5  W.11-12.10  Select at least one from: W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.6	Primary Focus Standards: L. 11-12.1.A  L.11-12.2.A,B  L.11-12.3.A  L.11-12.4.A,B,C,D  L.11-12.5.A,B  L.11-12.6
	Text Type: <ul style="list-style-type: none"> <li>● At least one extended text</li> <li>● 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Informative writing</li> <li>● Explanatory writing</li> <li>● Research writing (Choose at least one as a focus standard)</li> <li>● Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<b>Unit 2</b>	Primary Focus Standards: RL.11-12.1 RI.11-12.1  RL.11-12.2 RI.11-12.2  RL.11-12.3 RI.11-12.3  RL.11-12.4 RI.11-12.4  RL.11-12.6 RI.11-12.5  RI.11-12.6  RI.11-12.7	Primary Focus Standards: W.11-12.1.A,B,C,D,E  W.11-12.4  W.11-12.5  W.11-12.6  W.11-12.10  Select at least one from W.11-12.7, W.11-12.8, W.11-12.9.A,B	Primary Focus Standards: SL.11-12.1.A,B,C,D  SL.11-12.2  SL.11-12.3  SL.11-12.4  SL.11-12.5  SL.11-12.6	Primary Focus Standards: L. 11-12.1.A  L.11-12.2.A,B  L.11-12.3.A  L.11-12.4.A,B,C,D  L.11-12.5.A,B  L.11-12.6

	RI.11-12.8 RI.11-12.9			
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Argumentative writing</li> <li>Research writing (Choose at least one as a focus standard)</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<b>Unit 3</b>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RL.11-12.9	Primary Focus Standards: W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Narrative writing</li> <li>Research writing (Choose at least one as a focus standard)</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<b>Unit 4</b>	Primary Focus Standards: RL.11-12.1 RI.11-12.1	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F	Primary Focus Standards: SL.11-12.1.A,B,C,D	Primary Focus Standards: L. 11-12.1.A

	RL.11-12.2    RI.11-12.3 RL.11-12.3    RI.11-12.10 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Informative writing</li> <li>Explanatory writing</li> <li>Research writing</li> <li>Routine Writing (Choose at least one as a focus standard)</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<a href="#">Suggested Open Educational Resources</a>	Reading <ul style="list-style-type: none"> <li><a href="#">Mining Literature for Deeper Meaning</a></li> <li><a href="#">Close Reading: "A Reason to Read"</a></li> <li><a href="#">Multiple Perspectives on Theme</a></li> <li><a href="#">Rhetorical Devices</a></li> <li><a href="#">DIDLS guide for rhetorical analysis</a></li> <li><a href="#">Comparing multiple interpretations of a text</a></li> <li><a href="#">Analyzing speeches as arguments</a></li> <li><a href="#">Sample Close Reading: from Walden</a></li> <li><a href="#">Reading a Supreme Court Case</a></li> <li><a href="#">Analyzing purpose and meaning in political cartoons</a></li> </ul>	Writing/Language <ul style="list-style-type: none"> <li><a href="#">Improving Student Writing Through Critical Thinking</a></li> <li><a href="#">Evaluating a source: survey</a></li> <li><a href="#">Analyzing style: formal and informal language</a></li> <li><a href="#">The Passion of Punctuation</a></li> <li><a href="#">Developing Core Proficiencies from Engage New York</a></li> <li><a href="#">Writing an Argumentative Essay About the First Chapter of "Up From Slavery"</a></li> <li><a href="#">Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies</a></li> </ul>	Speaking & Listening <ul style="list-style-type: none"> <li><a href="#">Taking Lecture and Class Notes</a></li> <li><a href="#">Conver-Stations: A Discussion Strategy</a></li> <li><a href="#">Using Debate to Develop Thinking and Speaking</a></li> <li><a href="#">Developing Core Proficiencies from Engage New York</a></li> <li><a href="#">Lessons to Use with Popular Stories</a></li> <li><a href="#">Lessons to Use with Anthologies</a></li> <li><a href="#">English Language Arts Methods: Grades 9-12 Model Lessons</a></li> </ul>	Critical Thinking <ul style="list-style-type: none"> <li><a href="#">College Board: SAT Critical Thinking</a></li> <li><a href="#">Critical Thinking: A Path to College and Career</a></li> <li><a href="#">Critical thinking through whole class dialogue</a></li> <li><a href="#">Developing Critical and Analytical Thinking about Literary Characters</a></li> <li><a href="#">Teaching Channel Presents: Inquiry-Based Teaching</a></li> <li><a href="#">Inquiry Graphic Organizer</a></li> <li><a href="#">Assessing Cultural Relevance: Exploring Personal Connections to a Text</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <a href="#">Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative</a></li> <li>• <a href="#">PARCC Scoring Rubric for Prose Constructed Response Items</a></li> <li>• <a href="#">Purdue Online Writing Lab</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">For Arguments Sake: Playing “Devil’s Advocate” with Non Fiction Texts</a></li> <li>• <a href="#">The Pros and Cons of Discussion</a></li> <li>• <a href="#">PVLEGS: A Public Speaking Acronym that Transforms Students</a></li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">How to Encourage Higher Order Thinking</a></li> <li>• <a href="#">Handbook of Critical Thinking Resources</a></li> <li>• <a href="#">How to Mark a Book</a></li> </ul>
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**Montclair Public Schools Instructional Unit**

<b>Content:</b>	English 11		<b>Grade:</b>	11	
<b>Marking Period</b>	1	<b>Unit Title:</b>	Voices of Tradition and Change	<b>Pacing:</b>	10 Weeks

**Framing the Learning**

**Big Ideas:**

Through close reading and analysis of different text types, especially poetry, as well as with writing of critical essays and participation in collaborative discussions, students learn how to use reasoning, evidence, and research in the development of an argument. At this level, students demonstrate command of the conventions of the English language and an ever-increasing vocabulary. Students will explore literary voices that reflect different cultural and traditional movements including but not limited to Romanticism, Symbolism, Imagism, Harlem Renaissance, The Beats, The Black Arts Movement, and Slam poetry.

**Essential Questions:**

- Why do humans, throughout history and across cultures, continue to tell stories?
- What are the characteristics or elements of a short story that contribute to its meaning and effectiveness?
- What are the characteristics or elements of a short story that contribute to its meaning and effectiveness?
- How can analyzing the multiple and complex themes and elements of fiction give us pleasure and enhance our lives?
- How do poetic elements and structures contribute to meaning and appreciation?
- How do we accurately interpret a poem?
- How is poetry different from other art forms?
- What determines the value of poetry? How does poetry differ from prose?
- How do authors communicate purposefully and clearly with various audiences in informational and explanatory writing pieces?
- How is style controlled by syntax, diction, point of view?

**Enduring Understandings:**

- Reading, analyzing, and writing about fiction give us insights into human nature, throughout history and across cultures.
- Analytical skills developed through careful study of fiction can be applied to other types of texts and reading materials.
- Poetry can be interpreted in many ways, supported by textual evidence.
- Poets make deliberate and thoughtful decisions about style, tone, rhythm, structure, and word choice.
- Poetry is about the use of carefully chosen language.
- Poetry is an important and valued literary genre.
- Writer's use a multi-stage and reflective process to communicate with purpose and clarity.

- Writer’s use the tools of diction, syntax and point of view to add voice.
- Writer’s use a variety of methods to communicate their ideas.
- Poetry can take many forms.

**NJSLS**

**Unit 1 Grade 11**

<b>Unit 1 Reading Standards</b>		<b>Unit1 Reading Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	1,2,3
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> </ul>	3,4

produce a complex account, and provide an objective summary of the text.		<ul style="list-style-type: none"> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	
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).	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.	RL.11-12.3: <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	2,4
		RI.11-12.3: <ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	2,4
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	1,2,3
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>	4



		<p>RI.11-12.6:</p> <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	4
<b>Unit 1 Writing Standards</b>		<b>Unit 1 Writing Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.1.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.</p>		<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li> <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> </ul>	<p>3</p> <p>A -3</p> <p>B-2,3</p> <p>C-3,4</p> <p>D-4</p> <p>E-3,4</p> <p>F-2,3</p>

<p>W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>● Write a concluding paragraph or section that supports the information presented</li> </ul>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	1,2,3,4
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	3
<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess feedback from peers</li> </ul>	2
<p>W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3,4

<p>W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	<p>2,3</p>
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4 A-4 B-4</p>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>

<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> </ul>	<p>1,2,3,4 A-1 B-2 C-4 D-3</p>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	<p>3</p>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> </ul>	<p>3</p>

	<ul style="list-style-type: none"> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Consider and address opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to the purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>	4
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	4
<b>Unit 1 Language Standards</b>	<b>Unit 1 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>● Recognize and use appropriate grammar and usage in writing and speaking</li> <li>● Understand that language and appropriate usage changes</li> <li>● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2 A-2
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1

<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of different syntaxes</li> </ul>	<p>4 A-4</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>2 A-2 B-2 C-1 D-1</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3 A-3 B-3</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>

<b>Instructional Plan</b>	
<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Quizzes using context, multiple-choice questions, writing sentences and definitions.</li> <li>● Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.</li> <li>● Individual and group presentations</li> <li>● Response journals</li> <li>● Reading strategies for poems/annotations</li> <li>● Journal Writing-both on literature and other topics</li> <li>● Analysis of literary devices-metaphor, simile etc.</li> <li>● Reading for Hot Spots</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Informative Essay</li> <li>● In-class Writing</li> <li>● Socratic Seminar</li> <li>● Summative Tests</li> <li>● Group Presentation</li> </ul>
<b>Texts</b>	<b>Supplementary Resources</b>
<p><b><i>Suggested Fiction:</i></b></p> <ul style="list-style-type: none"> <li>● “The Cask of Amontillado” - Edgar Allan Poe</li> <li>● “Tell-Tale Heart” - Edgar Allan Poe</li> <li>● “Book of Martha” - Octavia Butler</li> <li>● “Like Mexicans” - Gary Soto</li> <li>● “A Worn Path” - Eudora Welty</li> <li>● <i>Drown</i> - Junot Diaz (chapters can be used as short stories)</li> <li>● <i>Woman Hollering Creek and Other Short Stories</i> - Sandra Cisneros</li> <li>● <i>Five-Carat Soul</i> - James McBride</li> <li>● <i>Drinking Coffee Elsewhere</i> - ZZ Packer</li> <li>● <i>Sabrina &amp; Corina</i> - Kali Fajardo-Anstine</li> </ul>	<p><b><i>Suggested Nonfiction:</i></b></p> <ul style="list-style-type: none"> <li>● <i>Perrine’s Literature Sound and Sense</i> by Thomas Arp –Textbook <ul style="list-style-type: none"> <li><i>Chapter One:</i> What Is Poetry?</li> <li><i>Chapter Two:</i> Reading the Poem</li> <li><i>Chapter Three:</i> Denotation and Connotation</li> <li><i>Chapter Four:</i> Imagery</li> <li><i>Chapter Five:</i> Figurative Language I - Simile, Metaphor, Personification, Apostrophe, Metonymy</li> <li><i>Chapter Six:</i> Figurative Language II - Symbol, Allegory</li> <li><i>Chapter Seven:</i> Figurative Language III - Paradox, Overstatement, Understatement, Irony</li> </ul> </li> </ul>

- *Sorry Please Thank You* - Charles Yu
- *You Are Free: Stories* - Danzy Senna
- *The Lone Ranger and Tonto Fistfight in Heaven* - Sherman Alexie
- *Merchant of Venice* - William Shakespeare

**Suggested Nonfiction:**

- “The State of the Preface Address”- Tom Thompson on Wordsworth and Common Speech
- “The Politics of Meter”-Catherine Wagner on Traditional Forms
- “In Praise of Abstraction”- Ravi Shankar on Moving Beyond Concrete Imagery
- “The Raw and the Cooked”- Tina Cane on Robert Lowell and the Beat
- “On Frost as a Terrifying Poet”-Lionel Trilling
- “On Frost’s Realistic Technique”- Amy Lowell
- “On Racial Poetry”-Countee Cullen
- “On Universal Poetry” –Onwuchekwa Jemie

**Suggested Poetry:**

- “Afrofuturism (Blanche says, “Meh”)” - Douglas Kearney
- “In the Dungeon of My Skin” - Madeline Coopsammy
- “So Mexicans are Taking Jobs from Americans” - Jimmy Santiago Baca
- “How to Watch Your Brother Die” - Michael Lassell
- “Puerto Rican Obituary” - Pedro Pietri
- “A Lower Eastside Poem” - Miguel Pinero
- “I am Joaquin” - Rodolfo “Corky” Gonzales
- *Bone* - Yrsa Daley Ward
- *Absolute Trust in the Goodness of the Earth* - Alice Walker
- *The Vintage Book of African American Poetry* - Michael S. Harper
- *The Essential Gwendolyn Brooks* - Gwendolyn Brooks
- *Teaching My Mother How to Give Birth* - Warsan Shire
- *Brown* - Kevin Young
- *The Book of American Negro Poetry* - James Weldon Johnson
- *Homegirls and Handgrenades* - Sonia Sanchez

*Chapter Eight: Allusion*  
*Chapter Nine: Meaning and Idea*  
*Chapter Ten: Tone*  
*Chapter Eleven: Musical Devices*  
*Chapter Twelve: Rhythm and Meter*

**Other:**

- *Poetry Debates and Manifestos*- <http://www.poets.org/page.php/prmID/201>
- Common Core State Standards Initiative <http://www.corestandards.org/>
- Partnership for Assessment for College and Careers <http://www.parconline.org/>
- The Lexile Framework for Reading: <http://www.lexile.com/>
- Project Gutenberg: <http://www.gutenberg.org>
- JSTOR
- EBSCOhost
- *Oxford English Dictionary Encyclopedia Britannica*
- Online Writing Lab (includes resources for research and citation): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Figurative Language practice: <https://quizlet.com/329051301/figurative-language-figurative-language-flash-cards/>



<p><b>Suggested Film:</b></p> <ul style="list-style-type: none"> <li>• “Teddy Perkins” - <i>Atlanta</i> (S02 E06)</li> <li>• “FUBU” - <i>Atlanta</i> (S02 E10)</li> <li>• <i>Blackish</i></li> </ul>		
<b>Writing Tasks</b>		
<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Informational Essay  Explanatory Writing  Group Presentation</p>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <p>Annotation  In Class Text Analysis  Reading Log  Transitioning between assertions, quotations, and analysis</p>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <p>Journal Writing  Personal-Reflection  Reading Log  Short Answer  Extended Response  Quick Writes</p>
<b>Instructional Best Practices and Exemplars</b>		
<p>Socratic Seminar  Fishbowl Discussion  Student Led Discussion  Think-Pair-Share  Writing Workshop  Researching / Discussion of Literary Criticism  Teacher Conferences  Peer-Editing  Individual and Group Presentations  Literature Circles</p>		

**CROSS CURRICULUR RESOURCES**

The NJ Amistad Commission’s NJSLS literacy resources: <http://njamistadcurriculum.net/commoncore/>  
 The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply**

Global Awareness  
 Financial, Economic, Business and Entrepreneurial Literacy  
 Civic Literacy  
 Health Literacy  
 Environmental Literacy

**21<sup>st</sup> Century Skills: Bold all that apply**

Creativity & Innovation  
 Critical Thinking & Problem Solving  
 Communication & Collaboration  
 Media Literacy  
 Information Literacy  
 Information, Communication & Technology  
 Life & Career Skills

**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJjDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>  
 select from the list above/copy and paste  
 Smart Board Applications  
 enVision applications

**Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students’ published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit					
<b>Content:</b>	English 11			<b>Grade:</b>	11
<b>Marking Period</b>	2	<b>Unit Title:</b>	Race and Class	<b>Pacing:</b>	10 Weeks
Framing the Learning					
<p><b>Big Ideas:</b> Through reading, analysis, discussion and argumentative writing, students will explore themes of racial and social injustice, explore how systems of oppression and individual (and familial) experiences impact identity and explore how issues of race and class intersect. Using various works, including film, students also will explore these themes with a historical and modern lens.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• In what way can writers communicate their ideas on a specific issue?</li> <li>• What are the elements of a good persuasive piece?</li> <li>• How does the author’s life experiences and interactions with others shape his or her identity?</li> <li>• In what instances to race and class intersect?</li> <li>• What is the value of a fictional work that addresses race and class?</li> <li>• What is the value of a non-fictional work that addresses race and class?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Our perceptions about race, ethnic, gender and class identities are influenced by our individual and group identities as well as by our experiences.</li> <li>• The act of reading fiction and nonfiction that addresses real issues can give us pleasure, enhance our lives, provoke conversation and even action.</li> <li>• Writer’s use a variety of methods to communicate their ideas.</li> <li>• Successful persuasive writing incorporates different elements.</li> </ul>					
NJSLs					
Unit 2 Grade 11					
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills		Depth of Knowledge	
RL.11.12.1. Cite strong and thorough textual evidence and make relevant	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> </ul>	2,3		

<p>connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li>   <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	<p>3,4</p>
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	<p>2,3</p>

		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	4
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	1,2,3
	<p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>● Evaluate how the form effectively follows the function of the text</li> </ul>	2,3,4
<p>RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL.11-12.6:</p> <ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>	4
		<p>RI.11-12.6:</p> <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> </ul>	2,3,4

		<ul style="list-style-type: none"> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	
	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.	<ul style="list-style-type: none"> <li>● Compare and contrast how various accounts of a subject are told in multiple mediums</li> <li>● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> <li>● Use references to the different media to answer a question or to solve a problem</li> </ul>	3
	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).	<ul style="list-style-type: none"> <li>● Evaluate the rationale used in a text</li> <li>● Understand and explain how text connects to the principles determined by the Constitution</li> <li>● Understand and explain how it connects to established laws and practices</li> <li>● Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address)</li> </ul>	2,3,4
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.	<ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Identify and explain the themes and purposes</li> <li>● Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax</li> </ul>	3
<b>Unit 2 Writing Standards</b>		<b>Unit 2 Writing Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>

<p>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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.B. Develop claim(s) and counterclaims fairly 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.</p> <p>W.11-12.1.C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Understand how much evidence is needed to satisfactorily support a point</li> <li>● Develop a topic</li> <li>● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>● Understand and establish why the claim is important</li> <li>● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> <li>● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>● Maintain an appropriate style and tone for the task, omitting personal bias</li> <li>● Consider and anticipate the audience’s education, beliefs, and feelings about the subject</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Format effectively</li> <li>● Organize graphics and provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Use varied syntax</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> </ul>	<p>3 A-3 B-2,3 C-3,4 D-4 E-2,3</p>
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	<ul style="list-style-type: none"> <li>● Write a concluding statement that supports the information presented</li> </ul>	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	1,2,3,4
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	3
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.	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>	2
W.11-12.7. (Choice) 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.	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3,4
W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> </ul>	2,3



<p>strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4 A-4 B-4</p>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 2 Speaking and Listening Standards</b></p>	<p><b>Unit 2 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11</b></p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> </ul>	<p>1,2,3,4 A-1,2</p>

<p><b>topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.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.</p>	<ul style="list-style-type: none"> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others’ comments</li> </ul>	<p>B-2 C-4 D-3</p>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	<p>3</p>
<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> </ul>	<p>3</p>

	<ul style="list-style-type: none"> <li>Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> <li>Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>Draw information from primary and secondary sources, and provide a conclusion</li> <li>Consider and address opposing viewpoints</li> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>	4
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.	<ul style="list-style-type: none"> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	3
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	4
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1

<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking.</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of different syntaxes</li> </ul>	<p>4 4-A</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>4 A-2 B-2 C-1 D-1</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3 A-3 B-3</p>

<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>
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**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Quizzes using context, multiple-choice questions, writing sentences and definitions.            Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.            Comprehensive tests            Individual and group presentations            Response journals            Reading strategies for poems/annotations            Journal Writing-both on literature and other topics            Literature discussion-various            Analysis of literary devices-metaphor, simile etc.            Reading for Hot Spots            Silent discussions</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Argumentative Essay            In-class Writing            Socratic Seminar            Summative Tests            Group Presentation</p>

Texts	Supplementary Resources
<p><b>Suggested Fiction:</b></p> <ul style="list-style-type: none"> <li>● <i>Invisible Man</i> - Ralph Ellison</li> <li>● <i>Their Eyes Were Watching God</i> - Zora Neale Hurston</li> <li>● <i>A Raisin in the Sun</i> - Lorraine Hansberry</li> <li>● <i>The Bluest Eye</i> - Toni Morrison</li> <li>● <i>Black Boy</i> - Richard Wright</li> <li>● <i>Othello</i> - William Shakespeare</li> <li>● <i>The Hate U Give</i> - Angie Thomas</li> </ul> <p><b>Suggested Non-fiction:</b></p> <ul style="list-style-type: none"> <li>● <i>The Fire Next Time</i> - James Baldwin</li> <li>● <i>I Am Not Your Negro</i> - James Baldwin</li> <li>● <i>The Souls of Black Folk</i> - W.E.B. DuBois</li> <li>● <i>Between the World and Me</i> - Ta-Nehisi Coates</li> <li>● <i>We Were Eight Years in Power</i> - Ta-Nehisi Coates</li> <li>● <i>Elizabeth and Hazel: Two Women of Little Rock</i> - David Margolick</li> <li>● <i>The Autobiography of Malcolm X</i> - Alex Haley</li> <li>● <i>The Color of Water</i> - James McBride</li> <li>● <i>Negroland</i> - Margo Jefferson</li> <li>● <i>Race Matters</i> - Cornel West</li> </ul> <p><b>Suggested Films:</b></p> <ul style="list-style-type: none"> <li>● <i>13th</i> - Ava DuVernay</li> <li>● <i>When They See Us</i> - Ava DuVernay</li> <li>● <i>I Am Not Your Negro</i> - Written by James Baldwin, Directed by Raoul Peck</li> <li>● <i>For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf</i></li> </ul>	<p><b>Suggested Short Stories:</b></p> <ul style="list-style-type: none"> <li>● "Everyday Use" - Alice Walker</li> <li>● "Miss Brill" - Katherine Mansfield</li> <li>● "Sonny's Blues" - James Baldwin</li> <li>● "Araby" - James Joyce,</li> <li>● "A Worn Path" - Eudora Welty</li> <li>● "Flowers" - Alice Walker</li> </ul> <p><b>Suggested Poetry:</b></p> <ul style="list-style-type: none"> <li>● "Poem about My Rights" - June Jordan</li> <li>● "We Real Cool", "The Mother", "The White Troops Had Their Orders But the "Negroes Looked Like Men" - Gwendolyn Brooks</li> <li>● "somebody almost walked off wid alla my stuff", "With No Immediate Cause" - Ntozoke Shange</li> <li>● "Bars Fight" by Lucy Terry Prince</li> <li>● "On Being Brought From Africa to America" by Phillis Wheatley</li> <li>● <i>To Pimp a Butterfly</i> - Kendrick Lamar</li> <li>● <i>Damn</i> - Kendrick Lamar</li> <li>● <i>2014 Forest Hills Drive</i> - J Cole</li> <li>● <i>4 Your Eyez Only</i> - J Cole</li> <li>● <i>Lemonade</i> - Beyonce</li> <li>● <i>Bone</i> - Yrsa Daley Ward</li> <li>● <i>Absolute Trust in the Goodness of the Earth</i> - Alice Walker</li> <li>● <i>The Vintage Book of African American Poetry</i> - Michael S. Harper</li> <li>● <i>The Essential Gwendolyn Brooks</i> - Gwendolyn Brooks</li> <li>● <i>Teaching My Mother How to Give Birth</i> - Warsan Shire</li> <li>● <i>The Book of American Negro Poetry</i> - James Weldon Johnson</li> <li>● <i>Homegirls and Handgrenades</i> - Sonia Sanchez</li> <li>● <i>Brown</i> - Kevin Young</li> </ul>

- *The Green Book*
- *Lemonade* (Visual Album) - Beyonce

**Suggested Essay:**

- “Letter to Martin Luther King” - A Group of Clergymen
- “Letter from Birmingham Jail” - Dr. Martin Luther King Jr.
- “The Ballot or the Bullet” - Malcom X
- “A More Perfect Union” - Barack Obama
- “Black Men and Public Space” - Brent Staples
- “How Watermelons Became a Racist Troupe” - William R. Black
- “I’m Not Black, I’m Kanye” - Ta-Nehisi Coates
- “Civil Wars” - June Jordan
- “Liberation of Our People” –Angela Davis
- “Next Life, I’ll Be White” - Laurence Thomas
- “The Meanings of a Word” - Gloria Naylor
- “We Should All Be Feminists” - Chimamanda Ngozi Adichie

**Other:**

- Power Points
- “Critical Strategies for Reading and Writing” by Michael Meyer
- Distinguishing Argument, Persuasion and Propaganda (snapshot):  
[http://www.readwritethink.org/files/resources/lesson\\_images/lesson829/Argument-Propaganda.pdf](http://www.readwritethink.org/files/resources/lesson_images/lesson829/Argument-Propaganda.pdf)
- <https://quizlet.com/224077424/rhetorical-appeals-flash-cards/>
- Online Writing Lab (includes resources for research and citation):  
[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Figurative Language practice: <https://quizlet.com/329051301/figurative-language-figurative-language-flash-cards/>
- Project Gutenberg: <http://www.gutenberg.org>
- JSTOR
- EBSCOhost
- *Oxford English Dictionary Encyclopedia Britannica*

Writing Tasks		
<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Argumentative Essay            Research Writing (Choose at least one as a focus standard)            Group Presentation</p>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <p>Annotation            In Class Text Analysis            Reading Log            Transitioning between assertions, quotations, and analysis</p>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <p>Journal Writing            Personal-Reflection            Reading Log            Short Answer            Extended Response            Quick Writes</p>
Instructional Best Practices and Exemplars		
<p>Socratic Seminar            Fishbowl Discussion            Student Led Discussion            Think-Pair-Share            Writing Workshop            Researching / Discussion of Literary Criticism            Teacher Conferences            Peer-Editing            Individual and Group Presentations            Literature Circles</p>		



CROSS CURRICULAR RESOURCES	
The NJ Amistad Commission’s NJSLs literacy resources: <a href="http://njamistadcurriculum.net/commoncore/">http://njamistadcurriculum.net/commoncore/</a> The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <a href="https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf">https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf</a>	
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY	
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
Technology Infusion	
<p><a href="https://docs.google.com/document/d/1-5e13aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing">https://docs.google.com/document/d/1-5e13aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing</a></p> select from the list above/copy and paste Smart Board Applications enVision applications	
Evidence of Student Learning	
Common benchmark DRA continuum Guided reading observational records Evaluation rubrics Self-reflections Teacher-student conferences Running records Students’ published pieces Unit tests Quizzes	

Montclair Public Schools Instructional Unit					
<b>Content:</b>	English 11			<b>Grade:</b>	11
<b>Marking Period</b>	3	<b>Unit Title:</b>	Leadership, Power and Responsibility	<b>Pacing:</b>	10 Weeks
Framing the Learning					
<p><b>Big Ideas:</b> In this unit, students will explore canonical and contemporary literature that tackles themes centered around the concepts of leadership and power and how the two are achieved and maintained. Building on their understanding of these concepts, students will learn and apply analytical tools and literary tools that help them recognize great literature and its value to their understanding about humanity and the world.</p> <p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How can literature address different notions of individual responsibility?</li> <li>• What makes an individual important within a society?</li> <li>• What are the basic ideas of universe of obligation?</li> <li>• Do individuals have a responsibility to the people and community around them?</li> <li>• Do characters in literature often show universe of obligation as simple or complex?</li> <li>• Can a society maintain order if individuals are free to challenge authority?</li> </ul> <p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• An individual's commitment to society is integral to sustaining a society.</li> <li>• Reading, analyzing, and writing about fiction gives us insights into human nature, throughout history and across cultures.</li> <li>• Research methods and analytical skills developed through careful study of fiction can be applied to other types of texts and reading materials.</li> <li>• Close read of literature enables us to better understand our world and ourselves.</li> </ul>					
NJSLs					
Unit 3 Grade 11					
Unit 3 Reading Standards			Unit 3 Reading Critical Knowledge and Skills		Depth of

			<b>Knowledge</b>
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.	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 inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	1, 2, 3
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, and provide an objective summary of the text.	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.	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	3, 4

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).	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.	RL.11-12.3: <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	2, 4
		RI.11-12.3: <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how order in which each is presented in the text impact the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	2, 4
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	1, 2, 3
RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5. Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.	RL.11-12.5: <ul style="list-style-type: none"> <li>● Identify the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>● Describe how an author has chosen to structure a text and order events within it</li> <li>● Explain why the author chose that structure and how it enhances the work as a whole</li> <li>● Analyze how sequence contributes to the meaning and aesthetic impact</li> </ul>	3
		RI.11-12.5: <ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> </ul>	3

		<ul style="list-style-type: none"> <li>● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>● Evaluate how the form effectively follows the function of the text</li> </ul>	
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> <li>● Identify the point of view</li> <li>● Determine what the text literally states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>	2, 3, 4
		RI.11-12.6: <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>	2, 3, 4
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. (Include at least one play by Shakespeare and one play by an American dramatist.)		<ul style="list-style-type: none"> <li>● Read and/or view different versions of the same text, recordings, film, and/or live performances</li> <li>● Compare and contrast the multiple versions</li> <li>● Explain the differences between the multiple versions</li> <li>● Focus on significant changes to structure, order, plot, and/or character</li> <li>● Analyze how changes to structure, order, plot or character impact meaning of different versions of same text</li> </ul>	3
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two		<ul style="list-style-type: none"> <li>● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Recognize foundational and canonical American texts</li> <li>● Identify and explain how different texts from the same era/genre approach the same theme/topics</li> </ul>	2

or more texts from the same period treat similar themes or topics.			
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills	Depth of Knowledge
<p>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.</p> <p>W.11-12.3.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.</p> <p>W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.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).</p> <p>W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> <li>● Convey experiences, real or imagined</li> <li>● Use time as the deep structure of the narrative</li> <li>● Form or structure based on a progression of events that build upon each other</li> <li>● Use effective details using precise language</li> <li>● Create clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>● Provide a conclusion to the events they set out at the beginning of their narrative</li> <li>● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text</li> </ul>	<p>3</p> <p>A-3</p> <p>B-3</p> <p>C-4</p> <p>D-2</p> <p>E-3</p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	<p>1, 2, 3, 4</p>
<p>W.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.</p>		<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> </ul>	<p>3</p>

	<ul style="list-style-type: none"> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess feedback from peers</li> </ul>	2
W.11-12.7. (Choice) 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.	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3, 4
W.11-12.8. (Choice) 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.	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	2, 3
W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> </ul>	4 A-4

<p>early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). W.11-12.9.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]").</p>	<ul style="list-style-type: none"> <li>Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>B-4</p>
<p>W.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.</p>	<ul style="list-style-type: none"> <li>Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>Synthesize research gathered over shorter time frames into a long-term research project</li> <li>Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.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</p>	<ul style="list-style-type: none"> <li>Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>Prepare for discussions</li> <li>Read and research materials beforehand</li> <li>Articulate ideas clearly and persuasively in a discussion</li> <li>Refer to evidence from texts and other research</li> <li>Draw from and build on the ideas of others in a discussion</li> <li>Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>Set guidelines for class discussions</li> <li>Establish goals and roles for group members and adhere to assigned roles</li> <li>Participate in polite and democratic discussions and decision-making activities.</li> <li>Self monitor the work and assign specific tasks as needed</li> </ul>	<p>1, 2, 3, 4</p> <p>A-1, 2</p> <p>B-2</p> <p>C-4</p> <p>D-3</p>



<p>challenge ideas and conclusions; and promote divergent and creative perspectives.  SL.11.12.1.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.</p>	<ul style="list-style-type: none"> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> </ul>	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	3
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker's reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	3
<p>SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Consider and address opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> </ul>	4

	<ul style="list-style-type: none"> <li>● Speak with clear pronunciation</li> </ul>	
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.	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	2
<b>Unit 3 Language Standards</b>	<b>Unit 3 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> <li>● Recognize and use appropriate grammar and usage in writing and speaking</li> <li>● Understand that language and appropriate usage changes</li> <li>● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1, 2 A-2
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> <li>● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1
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. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of different syntaxes</li> </ul>	4 A-4
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.	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> </ul>	2 A-2

<p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>	<p>B-2</p> <p>C-1</p> <p>D-1</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3</p> <p>A-3</p> <p>B-3</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>
<p><b>Instructional Plan</b></p>		

Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>• Quizzes using context, multiple-choice questions, writing sentences and definitions.</li> <li>• Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.</li> <li>• Individual and group presentations</li> <li>• Response journals</li> <li>• Reading strategies for poems/annotations</li> <li>• Journal Writing-both on literature and other topics</li> <li>• Analysis of literary devices-metaphor, simile etc.</li> <li>• Reading for Hot Spots</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>• Narrative Essay</li> <li>• In Class Writing</li> <li>• Research Writing</li> <li>• Socratic Seminar</li> <li>• Summative Tests</li> <li>• Group Presentation</li> </ul>
Texts	Supplementary Resources
<p><b>Suggested Fiction:</b></p> <ul style="list-style-type: none"> <li>• <i>The Tragedy of Hamlet, Prince of Denmark</i> - William Shakespeare</li> <li>• <i>Oedipus Rex</i> - Sophocles</li> <li>• <i>Paradise Lost</i> - John Milton (Excerpts from Book I)</li> <li>• <i>Utopia</i> - Sir Thomas More</li> <li>• <i>Parable of the Sower</i> - Octavia Butler</li> <li>• <i>Handmaid's Tale</i> - Margaret Atwood</li> <li>• <i>Frankenstein</i> - Mary Shelly</li> <li>• <i>Fahrenheit 451</i> - Ray Bradbury</li> <li>• <i>1984</i> - George Orwell</li> <li>• <i>Animal Farm</i> - George Orwell</li> <li>• <i>Allegory of the Cave</i> - Plato</li> <li>• <i>Brave New World</i> - Aldous Huxley</li> <li>• <i>The Blazing World</i> - Margaret Cavendish</li> <li>• <i>Invisible Cities</i> - Italo Calvino</li> </ul>	<p><b>Suggested Short Stories:</b></p> <ul style="list-style-type: none"> <li>• "All Summer in a Day" - Ray Bradbury</li> <li>• "Harrison Bergeron" - Kurt Vonnegut</li> <li>• "The Ones Who Walk Away from Omelas" - Ursula K. Le Guin</li> <li>• "Speech Sounds" - Octavia Butler</li> <li>• "2 B R 0 2 B" - Kurt Vonnegut</li> <li>• "Frost and Fire" - Ray Bradbury</li> <li>• "The Pedestrian" - Ray Bradbury</li> <li>• "Evidence of Love in Case of Abandonment" - M. Rickert</li> <li>• "Minority Report" - Phillip K. Dick</li> <li>• "Ten with a Flag" - Joseph Paul Haines</li> <li>• "Amaryllis" - Carrie Vaughn</li> <li>• "Billennium" - J. G. Ballard</li> <li>• "The Funeral" - Kate Wilhelm</li> <li>• "Red Card" - S. L. Gilbow</li> </ul> <p><b>Suggested Essays:</b></p>

**Suggested Non-Fiction:**

- “Politics and the English Language” - George Orwell
- Chris Hedges - *New York Times*
- *Poetics* - Aristotle
- “Tragedy and the Common Man” - Arthur Miller
- “On Tragic Character”-Aristotle
- “On the Oedipus Complex”-Sigmund Freud
- “On Repression in Hamlet”-Sigmund Freud
- “On Shakespeare’s Character’s –Samual Johnson
- “Ophelia’s Desperation”- Joan Montgomery Byles
- “A Look into Black America”-August Wilson
- Perrine’s: Literature Structure, Sound and Sense - Thomas Arp

- “Of Revenge” - Francis Bacon
- “The Mountain and the Man Who Was Not God” by June Jordan
- “Liberation of Our People” –Angela Davis

**Suggested Film:**

- *Hamlet* (Various film adaptations)
- *The Godfather*
- *Mayans* (Episodes)
- *Game of Thrones* (Sn:8, Ep.6)
- *Fahrenheit 451* (HBO)
- *Handmaid’s Tale* (Hulu Series)
- *The Matrix*

**Other:**

- Project Gutenberg: <http://www.gutenberg.org>
- JSTOR
- EBSCOhost
- *Oxford English Dictionary Encyclopedia Britannica*
- Online Writing Lab (includes resources for research and citation):  
[https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Figurative Language practice: <https://quizlet.com/329051301/figurative-language-figurative-language-flash-cards/>
- Elements of the Novel: Terms Practice <https://quizlet.com/subject/elements-of-a-novel/>

**Writing Tasks**

**Primary Focus**

*This is connected to the types of writing as indicated in the standards: Informational or Literary.*

Narrative Writing

**Secondary Focus**

*This may be to develop a skill or connect to writing from resources or research writing.*

Annotation  
In Class Text Analysis

**Routine Writing**

*This is daily writing or writing that is done several times over a week.*

Journal Writing  
Personal-Reflection

<p>Research Writing (Choose at least one as a focus standard) Group Presentation</p>	<p>Reading Log Transitioning between assertions, quotations, and analysis Writing from Multiple Sources</p>	<p>Reading Log Short Answer Extended Response Quick Writes</p>
<p><b>Instructional Best Practices and Exemplars</b></p>		
<p>Socratic Seminar Fishbowl Discussion Student Led Discussion Pair-Share Writing Workshop Researching / Discussion of Literary Criticism Teacher Conferences Peer-Editing Individual and Group Presentations Literature Circles</p>		

CROSS CURRICULAR RESOURCES			
The NJ Amistad Commission’s NJSLs literacy resources: <a href="http://njamistadcurriculum.net/commoncore/">http://njamistadcurriculum.net/commoncore/</a> The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <a href="https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf">https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf</a>			
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY			
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply		21 <sup>st</sup> Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy		Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion			
<a href="https://docs.google.com/document/d/1-5e13aJjDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing">https://docs.google.com/document/d/1-5e13aJjDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing</a> select from the list above/copy and paste Smart Board Applications nvision applications			
Evidence of Student Learning			
<ul style="list-style-type: none"> <li>● Common benchmark</li> <li>● DRA continuum</li> <li>● Guided reading observational records</li> <li>● Evaluation rubrics</li> <li>● Self-reflections</li> <li>● Teacher-student conferences</li> <li>● Running records</li> <li>● Students’ published pieces</li> <li>● Unit tests</li> <li>● Quizzes</li> </ul>			
Montclair Public Schools Instructional Unit			
<b>Content:</b>	English 11		<b>Grade:</b> 11

<b>Marking Period</b>	4	<b>Unit Title:</b>	Gender Roles and Sexuality	<b>Pacing:</b>	10 Weeks
<b>Framing the Learning</b>					
<p><b>Big Ideas:</b>  Building on their understanding of how great literature inspires an understanding about human nature and overall, humanity, students will explore how literature serves as a provocateur for social change and a perpetrator of social norms, expectations and stereotypes. The focus of Unit 4 texts will be issues dealing with and connected to gender and sexuality. Students will use the close reading strategies and analytical tools that they have applied all year long to the variety of texts. Through the reading and writing of analytical texts and essays, along with their participation in collaborative discussions, students will demonstrate an authentic understanding about the unit’s themes as well as how they intersect the other themes from past units.</p>					
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● What is gender?</li> <li>● How do individuals learn to identify traits in themselves as masculine and feminine?</li> <li>● What impact does gender have on the everyday life of an individual?</li> <li>● How does gender differ across race, class, sexuality, culture, or religion?</li> <li>● How is gender “done” or “performed” in literature across different cultures and historical periods?</li> <li>● Does literature perpetuate the social construct of gender?</li> <li>● How might societal gender norms affect how we experience different texts as readers or thinkers?</li> <li>● If literary texts can be said to participate in the reproduction of gender ideologies, can they also provide spaces of resistance for thinking about and reimagining gender norms and identities, particularly those norms that might be oppressive?</li> </ul>					
<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Close reading of literature enables us to better understand our world and ourselves.</li> <li>● Drama has been used by people throughout history and the world to express and claim their humanity.</li> <li>● Research methods and analytical skills developed through careful study of fiction can be applied to other types of texts and reading materials.</li> <li>● Reading, analyzing, and writing about gender and its intersection with race class, sexuality, culture and religion gives us insights into human nature throughout history and across cultures.</li> </ul>					
<b>NJSLS</b>					
<b>Unit 4 Grade 11</b>					
<b>Unit 4 Reading Standards</b>			<b>Unit 4 Reading Critical Knowledge and Skills</b>		<b>Depth of</b>



			Knowledge
<p>RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>• Analyze the text and identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and insufficient (unreliable) details</li> <li>• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>• Draw inferences using implicit and explicit text evidence</li> <li>• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>• Support inference using several examples from the text</li> <li>• Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>• Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	<p>1, 2, 3</p>
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>		<ul style="list-style-type: none"> <li>• Determine two or more themes or central ideas in a text</li> <li>• Recognize supporting details for themes/central ideas</li> <li>• Analyze themes/central ideas as it develops over the course of the text</li> <li>• Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>• Use the text to draw conclusions</li> <li>• Examine how the interaction of themes/central ideas create the overall meaning of the text ( and provides depth and dimension)</li> <li>• Construct an objective summary of the text</li> </ul>	<p>3, 4</p>

<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>	<p>2,4</p>
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	<p>2, 4</p>
<p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and</p>		<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	<p>1, 2, 3</p>
<p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and</p>		<ul style="list-style-type: none"> <li>● Identify the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>● Describe how an author has chosen to structure a text and order events within it</li> <li>● Explain why the author chose that structure and how it enhances the work as a whole</li> </ul>	<p>4</p>

meaning as well as its aesthetic impact.		<ul style="list-style-type: none"> <li>Analyze how sequence contributes to the meaning and aesthetic impact</li> </ul>	
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		<ul style="list-style-type: none"> <li>Identify and evaluate the point of view</li> <li>Determine what the text literally and figuratively states</li> <li>Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>	4
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		<p>RL.11-12.9:</p> <ul style="list-style-type: none"> <li>Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>Recognize foundational and canonical American texts</li> <li>Identify and explain how different texts from the same era/genre approach the same theme/topics</li> </ul>	2
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	<ul style="list-style-type: none"> <li>Closely read various forms of literature independently and literary nonfiction and fluently</li> <li>Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text</li> <li>Make connections among ideas and between texts</li> <li>Consider a wider range of textual evidence</li> <li>Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text</li> </ul>	4
<b>Unit 4 Writing Standards</b>		<b>Unit 4 Writing Critical Knowledge and Skills</b>	
		<b>Depth of Knowledge</b>	
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.1.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		<ul style="list-style-type: none"> <li>Effectively select, organize, and analyze content</li> <li>Determine how many facts, definitions, details, quotations and other information are needed</li> <li>Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> </ul>	3 A -3 B-2,3 C 3,4 D-4 E-3,4

<p>(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li> <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> <li>● Write a concluding paragraph or section that supports the information presented</li> </ul>	<p>F-2,3</p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> </ul>	<p>1, 2, 3, 4</p>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	<p>3</p>

<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess and evaluate feedback from peers</li> </ul>	2
<p>W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3, 4
<p>W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	2, 3
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.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</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	4 A-4 B-4

<p>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]").</p>		
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	<p>3</p>
<p><b>Unit 4 Speaking and Listening Standards</b></p>	<p><b>Unit 4 Speaking and Listening Critical Knowledge and Skills</b></p>	<p><b>Depth of Knowledge</b></p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> </ul>	<p>1, 2, 3,4 A-1, 2 B-2 C-4 D-3</p>

<p>what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> </ul>	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>	3
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> <li>● Move from passive listener to active participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> <li>● Use evidence from sources/text to prove fallibility in speaker's reasoning</li> </ul>	3
<p>SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker's reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	4
<p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2
<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> </ul>	4

	<ul style="list-style-type: none"> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1, 2 A-2
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations</li> <li>Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>Write using a variety of different syntaxes</li> </ul>	4 A-4
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.4.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. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>Trace the etymology of words</li> </ul>	2 A-2 B-2 C-1 D-1



L.11-12.4.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. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> <li>● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	3 A-3 B-3
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>● Acquire general academic words from content-specific written texts</li> <li>● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	2
<b>Instructional Plan</b>		
<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <ul style="list-style-type: none"> <li>● Quizzes using context, multiple-choice questions, writing sentences and definitions.</li> <li>● Reading checks and quizzes, small group and whole class discussion; completion of worksheets on specific topics.</li> <li>● Individual and group presentations</li> <li>● Response journals</li> <li>● Reading strategies for poems/annotations</li> <li>● Journal Writing-both on literature and other topics</li> <li>● Analysis of literary devices-metaphor, simile etc.</li> <li>● Reading for Hot Spots</li> </ul>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <ul style="list-style-type: none"> <li>● Explanatory Essay</li> <li>● In Class Writing</li> <li>● Socratic Seminar</li> <li>● Summative Tests</li> <li>● Student Presentation</li> </ul>	
<b>Texts</b>	<b>Supplementary Resources</b>	

**Suggested Fiction:**

- *Fences* - August Wilson
- *A Raisin in the Sun* - Lorraine Hansberry
- *The Bluest Eye* - Toni Morrison
- *The Awakening* - Kate Chopin
- *A Doll House* - Henrik Ibsen
- *A Midsummer Night's Dream* - William Shakespeare
- *The Taming of the Shrew* - William Shakespeare
- *Twelfth Night* - William Shakespeare
- *Handmaid's Tale* - Margaret Atwood
- *Trifles* - Susan Campbell
- *White Teeth* - Zadie Smith
- *Between the World and Me* - Ta-Nehisi Coates
- *Drown* - Junot Diaz
- *Their Eyes Were Watching God* - Zora Neale Hurston
- *Lemonade* - Beyonce
- *Invasion of Privacy* - Cardi B

**Nonfiction:**

- *The Feminine Mystique and the Women's Rights Movement* – Betty Friedan
- *Persepolis-Marjane Satrapi*
- "Reconstructing Black Masculinity" - Bell Hooks
- "'Night to His Day': The Social Construction of Gender" - Judith Lorber
- "Ain't I A Woman" by Sojourner Truth
- "Patriarchy" - Allan Johnson
- "Imitation and Gender Insubordination" excerpts - Judith Butler
- "Story of X" - Lois Gould
- "Barbie Doll" Marge Piercy
- "How to Watch Your Brother Die" - Michael Lassell

**Suggested Short Stories:**

- "Story of an Hour" - Kate Chopin
- "Yellow Wallpaper" - Charlotte Perkins
- "Girl" -Jamaica Kincaid
- "Snow" -Julia Alvarez
- "Tell The Women We're Going" - Raymond Carver
- "Bicycles, Muscles, Cigarettes" - Raymond Carver

**Suggested Essay:**

- "The Mountain and the Man Who Was Not God" by June Jordan
- "We Should All Be Feminists" by Chimimanda Ngozi Adiche
- "A Room of One's Own," Chapter 3, by Virginia Woolf
- "In Search of Our Mothers' Gardens" by Alice Walker
- "What a Factory Can Teach a Housewife" - Ida Tarbell
- *Feel Free: Essays* - Zadie Smith

**Suggested Poetry:**

- "Goblin Market" - Christina Rossetti
- "Siren Song" by Margaret Atwood
- "Phenomenal Woman" by Maya Angelou
- "The Lone Ranger and Tonto Fistfight in Heaven" - Sherman Alexie
- "On the Subway" - Sharon Olds
- *Teaching My Mother How to Give Birth* - Warsan Shire
- *Homegirls and Handgrenades* - Sonia Sanchez

**Suggested Films:**

- *Moonlight* - Barry Jenkins

- “Learning to Be Gendered” - Penelope Eckert and Sally McConnell-Ginett
- “Ideology” (Chapter 6) - *The Theory Toolbox*
- “Differences” (Chapter 10) - *The Theory Toolbox*
- “Introduction: The Politics of Literature” - Judith Fetterley
- “Reading as a Woman” (excerpts) - Jonathan Culler
- *Between Men: English Literature and Male Homosocial Desire* - Eve Kosofsky Sedgwick
- “Why Class, Race, and Gender Still Matter” - Margaret Anderson & Patricia Hill Collins
- *Vindication of the Rights of Women* (excerpts) - Mary Wollstonecraft
- “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color” - Kimberle Williams Crenshaw
- “Confessions of a Recovering Misogynist” - Kevin Powell
- “Women, Racism & Colonialism” - Jan J. Pettman
- “Female Masculinity” - J. Halberstam
- “What Makes a Woman?” Elinor Burkett, *NYT*
- “Declaration of Sentiments” - Elizabeth Cady Stanton
- “Reflections on Black Women Writers” - Nellie McKay
- “The Highs and Lows of Black Feminist Criticism” - Barbara Christian
- “Tlilli, Tlapalli/The Path of the Red and Black Ink” - Gloria Anzaldua
- “How to Tame a Wild Tongue” - Gloria Anzaldua

- *Lemonade* - Beyonce
- *Ma Vie En Rose*
- *For Colored Girls Who Have Considered Suicide/When the Rainbow is Enuf*
- *Fences*
- *Thelma and Louise*
- *Nine to Five*
- *The Color Purple*
- *Frida*
- *In the Time of the ButterFlies*
- *Little Women*
- *Queen of Katwe*
- *Erin Brockovich*
- *Orlando* (1992)

**Other:**

- *Poetry Debates and Manifestos*- <http://www.poets.org/page.php/prmID/201>
- Common Core State Standards Initiative <http://www.corestandards.org/>
- Partnership for Assessment for College and Careers <http://www.parcconline.org/>
- The Lexile Framework for Reading: <http://www.lexile.com/>
- Project Gutenberg: <http://www.gutenberg.org>
- *JSTOR*
- *EBSCOhost*
- *Oxford English Dictionary Encyclopedia Britannica*
- Online Writing Lab (includes resources for research and citation): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)
- Figurative Language practice: <https://quizlet.com/329051301/figurative-language-figurative-language-flash-cards/>

**Writing Tasks**

<p><b>Primary Focus</b>  <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Explanatory Essay          Informative writing          Research Writing Research Writing (Choose at least one as a focus standard)          Group Presentation</p>	<p><b>Secondary Focus</b>  <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> <p>Annotation          In Class Text Analysis          Reading Log          Character Analysis          College Essay          Writing from Multiple Sources</p>	<p><b>Routine Writing</b>  <i>This is daily writing or writing that is done several times over a week.</i></p> <p>Journal Writing          Personal-Reflection          Reading Log          Quick Writes          Short Answer          Extended Response</p>
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**Instructional Best Practices and Exemplars**

<p>Socratic Seminar          Fishbowl Discussion          Student Led Discussion          Pair-Share          Writing Workshop          Researching / Discussion of Literary Criticism          Teacher Conferences          Peer-Editing          Individual and Group Presentations          Literature Circles</p>
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DIFFERENTIATION		
Special Education	ELL	Intervention
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when appropriate</li> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Set high expectations</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● NJDOE resources</li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>

<ul style="list-style-type: none"> <li>NJDOE Resources</li> </ul>		
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**CROSS CURRICULUR RESOURCES**

The NJ Amistad Commission’s NJSLS literacy resources: <http://njamistadcurriculum.net/commoncore/>  
 The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf>

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>	<b>21<sup>st</sup> Century Skills: Bold all that apply</b>
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

**Technology Infusion**

<https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing>

select from the list above/copy and paste

Smart Board Applications

enVision applications

### **Evidence of Student Learning**

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes