

Department of Curriculum and Instruction

English Language Arts

Curriculum Guide

CSJ English Honors Grade 11

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Montclair Public Schools

Course Title: CSJ English Honors Grade 11

Curriculum Area: ELA Credits: 5

Course Pre-Requisites: English Grade 10

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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.

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 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 |
|------------------------|--|---|--|---|
| Unit 1 | 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"> ● At least one extended text ● 3-5 short texts | Writing Focus: <ul style="list-style-type: none"> ● Informative writing ● Explanatory writing ● Research writing (Choose at least one as a focus standard) ● Routine Writing | Task type: <ul style="list-style-type: none"> ● Conduct discussions ● Report finding | Skill focus: <ul style="list-style-type: none"> ● Study and apply grammar ● Study and apply vocabulary |
| Unit 2 | 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 | 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 | 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 | 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 |

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| | RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 | Select at least one from W.11-12.7, W.11-12.8, W.11-12.9.A,B | SL.11-12.6 | L.11-12.6 |
| | Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts | Writing Focus: <ul style="list-style-type: none"> Argumentative writing Research writing (Choose at least one as a focus standard) Routine Writing | Task type: <ul style="list-style-type: none"> Conduct discussions Report finding | Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| <u>Unit 3</u> | 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: | Writing Focus: | Task type: | Skill focus: |

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| | <ul style="list-style-type: none"> At least one extended text 3-5 short texts | <ul style="list-style-type: none"> Narrative writing Research writing (Choose at least one as a focus standard) Routine Writing | <ul style="list-style-type: none"> Conduct discussions Report finding | <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| Unit 4 | <p>Primary Focus Standards:</p> <p>RL.11-12.1 RI.11-12.1</p> <p>RL.11-12.2 RI.11-12.3</p> <p>RL.11-12.3 RI.11-12.10</p> <p>RL.11-12.4</p> <p>RL.11-12.5</p> <p>RL.11-12.6</p> <p>RL.11-12.9</p> <p>RL.11-12.10</p> | <p>Primary Focus Standards:</p> <p>W.11-12.2.A,B,C,D,E,F</p> <p>W.11-12.4</p> <p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.10</p> <p>Select at least one from W.11-12.7, W.11-12.8, W.11-12.9</p> | <p>Primary Focus Standards:</p> <p>SL.11-12.1.A,B,C,D</p> <p>SL.11-12.2</p> <p>SL.11-12.3</p> <p>SL.11-12.4</p> <p>SL.11-12.5</p> <p>SL.11-12.6</p> | <p>Primary Focus Standards:</p> <p>L. 11-12.1.A</p> <p>L.11-12.2.A,B</p> <p>L.11-12.3.A</p> <p>L.11-12.4.A,B,C,D</p> <p>L.11-12.5.A,B</p> <p>L.11-12.6</p> |
| | <p>Text Type:</p> <ul style="list-style-type: none"> At least one extended text 3-5 short texts | <p>Writing Focus:</p> <ul style="list-style-type: none"> Informative writing Explanatory writing Research writing Routine Writing (Choose at least one as a focus standard) | <p>Task type:</p> <ul style="list-style-type: none"> Conduct discussions Report finding | <p>Skill focus:</p> <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary |
| <u>Suggested Open Educational Resources</u> | <p>Reading</p> <ul style="list-style-type: none"> Mining Literature for Deeper Meaning Close Reading: "A Reason to Read" Multiple Perspectives on Theme Rhetorical Devices DIDLS guide for rhetorical analysis | <p>Writing/Language</p> <ul style="list-style-type: none"> Improving Student Writing Through Critical Thinking Evaluating a source: survey Analyzing style: formal and informal language | <p>Speaking & Listening</p> <ul style="list-style-type: none"> Taking Lecture and Class Notes Conver-Stations: A Discussion Strategy Using Debate to Develop Thinking and Speaking | <p>Critical Thinking</p> <ul style="list-style-type: none"> College Board: SAT Critical Thinking Critical Thinking: A Path to College and Career Critical thinking through |

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| | <ul style="list-style-type: none"> • Comparing multiple interpretations of a text • Analyzing speeches as arguments • Sample Close Reading: from Walden • Reading a Supreme Court Case • Analyzing purpose and meaning in political cartoons | <ul style="list-style-type: none"> • The Passion of Punctuation • Developing Core Proficiencies from Engage New York • Writing an Argumentative Essay About the First Chapter of "Up From Slavery" • Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies • Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative • PARCC Scoring Rubric for Prose Constructed Response Items • Purdue Online Writing Lab | <ul style="list-style-type: none"> • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • For Arguments Sake: Playing "Devil's Advocate" with Non Fiction Texts • The Pros and Cons of Discussion • PVLEGS: A Public Speaking Acronym that Transforms Students | <ul style="list-style-type: none"> • whole class dialogue • Developing Critical and Analytical Thinking about Literary Characters • Teaching Channel Presents: Inquiry-Based Teaching • Inquiry Graphic Organizer • Assessing Cultural Relevance: Exploring Personal Connections to a Text • How to Encourage Higher Order Thinking • Handbook of Critical Thinking Resources • How to Mark a Book |
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Montclair Public Schools Instructional Unit

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| Content: | Social Justice Literature-English 11 Honors | | Grade: | 11 | |
| Marking Period | 1 | Unit Title: | The immigrant Experience and African American Migration | Pacing: | 10 Weeks |

Framing the Learning

Big Ideas:
 The Immigration/Migration Unit immerses students in the experiences of immigrants and migrants from the turn of the century to the present. Students will look closely at the differences and similarities within the diverse peoples who have immigrated to the United States. Issues examined range from reasons for emigration to difficulties experiences within this new culture. Close examination of ethnic, racial, socio-economic, gender, and age differences provide the background for a new perspective on social diversity and social justice in the United States.

Essential Questions:
 What is art and its function in our lives?
 What is political poetry?

What universal cues are present in political poetry?
 How can cultural experiences shape, impact, or influence our perception of the world?
 How do writers and directors use specific techniques to achieve a desired effect?
 How does the author’s point of view and purpose shape and direct the text?
 How does analyzing diverse media help us to build our own knowledge?
 How do authors communicate purposefully and clearly with various audiences in informational and explanatory writing?

Enduring Understandings

Poetry appeals to the mind and the emotions.
 Poetry lends itself to a variety of interpretations, supported by textual evidence.
 Poetry differs from other writing through sound, structure, and depth.
 Culture influences how a person thinks, acts, and lives.
 Close reading deepens understanding of the ways writers use language to provide both meaning and pleasure for their readers.
 Recognizing that everything is an argument, is central to self-actualization in a discursive world.
 Writers use a multi-stage and reflective process to communicate with purpose and clarity.
 Writers use the tools of diction, syntax and point of view to add voice and purpose to a text.

NJSLS

Unit 1 Grade 11

| Unit 1 Reading Standards | | Unit1 Reading Critical Knowledge and Skills | Depth of Knowledge |
|---|---|---|--------------------|
| 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"> • Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence | 1,2,3 |

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| | | <ul style="list-style-type: none"> ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | |
| 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"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text | 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: | 2,4 |
| | | <ul style="list-style-type: none"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story | |
| | | RI.11-12.3: | 2,4 |
| | | <ul style="list-style-type: none"> ● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text ● Explain why the structure of the text is ordered as it is | |

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| | | <ul style="list-style-type: none"> ● Explain how the choices of text structure impact the meaning of the text | |
| 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"> ● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text | 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"> ● Identify and assess the point of view ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose | 4 |
| | | RI.11-12.6: <ul style="list-style-type: none"> ● Determine the author’s overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text | 4 |
| Unit 1 Writing Standards | | Unit 1 Writing Critical Knowledge and Skills | |
| 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. | | <ul style="list-style-type: none"> ● Effectively select, organize, and analyze content ● Determine how many facts, definitions, details, quotations and other information are needed | 3 |
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| <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> <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"> ● Use sources that are appropriate to task, audience, and purpose ● Supply evidence in order to inform the audience ● Use relevant and sufficient facts, definitions, details, and quotes ● Examine and communicate complex ideas, concepts, or information clearly and accurately ● Develop a topic ● Introduce a topic by arranging ideas, concepts, and information to show interrelationships ● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing ● Choose a formal style and objective tone ● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies ● Incorporate analysis of textual evidence to further content ● Format effectively ● Organize graphics ● Provide multimedia when useful ● Use transitions and syntax to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented | <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.11-12.4. 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"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing | <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</p> | <ul style="list-style-type: none"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques | <p>3</p> |

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

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| <p>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> | <p>evidence to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research | <p>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"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision | <p>3</p> |
| <p>Unit 1 Speaking and Listening Standards</p> | <p>Unit 1 Speaking and Listening Critical Knowledge and Skills</p> | <p>Depth of Knowledge</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 grade 11 topics, texts, and issues, 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</p> | <ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions Read and research materials beforehand Articulate ideas clearly and persuasively in a discussion Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity | <p>1,2,3,4 A-1 B-2 C-4 D-3</p> |

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| <p>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"> ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● 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 | |
| <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"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source | 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"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone | 3 |

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| <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"> ● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to the purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation | 4 |
| <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"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary | 4 |
| <p>Unit 1 Language Standards</p> | <p>Unit 1 Language Critical Knowledge and Skills</p> | <p>Depth of Knowledge</p> |
| <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"> ● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation | 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"> ● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling | 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"> ● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific | 4 A-4 |

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| | <ul style="list-style-type: none"> guidelines, while writing and editing a work Write using a variety of different syntaxes | |
| <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"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words | <p>2</p> <p>A-2</p> <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"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) | <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"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level | <p>2</p> |
| Instructional Plan | | |
| Formative Assessment Plan | Summative Assessment Plan | |

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| <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>Analysis Essay Peer Review Writing Conferences</p> |
| Texts | Supplementary Resources |
| <p>Poetry “Ellis Island“ by Joseph Bruchac “The New Colossus” by Emma Lazarus “Immigrants” by Pat Mora “Elena” by Pat Mora Taken from <i>Borders</i> by Pat Mora</p> <p>Non –Fiction “Vision of Black Beauty Shaded by Colorism” by Bertice Berry “Ebonics-Language or Dialect? The Debate Continues” by Karen Adams Both taken from <i>Understanding Zora Neale’s Hurston’s Their Eyes were Watching God</i> by Neal A. Lester “<i>The Migration of the Talented Tenth</i>” by Carter G. Woodson</p> | <p>Film Farmingville, POV Jump at the Sun Harvest of Empire In the Time of the Butterflies Becoming American Their Eyes Were Watching God Against all Odds: The Art of the Harlem Renaissance</p> <p>Other Sources Annas, Pamela J. and Robert C. Rosen (eds.) <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction</i>. Upper Saddle River, NJ: Prentice Hall. Atwan, Robert (ed.) <i>America Now: Short Readings from Recent Periodicals</i>. NY: St. Martins.</p> |

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| <p>“Criteria of Negro Art” by WEB Du bois “The Negro Art Hokum” by George Schuyler “The Border” by Pat Mora “Island Images: the Dominican Republic” by Pat Mora Taken from <i>Nepantla</i> by Pat Mora</p> <p>Novel “<i>Their Eyes Where Watching God</i>” by Zora Neale Hurston</p> | <p>Barnet, Sylvan and Hugo Bedua (eds.) <i>Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings</i> .NY: St. Martins. Brown, Wesley and Amy Ling (eds.) <i>Imagining America: Stories from the Promised Land</i>. NY: Persia Books. Colombo, Gary and Robert Cullen (eds.) <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>. NY: St. Martins. Dilks, Stephan and Regina Hanson (eds.) <i>Cultural Conversations: The Presence of the Past</i>. NY: St. Martins. Harris, Jeanette and Ann Mosley (eds.) <i>Interactions: A Thematic Reader</i>. NY: Houghton Mifflin. Mano, Sandra and Barbara Roche Rico (eds.) <i>American Mosaic: Multicultural Readings in Context</i>. NY: Houghton Mifflin.</p> <p>Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.</p> |
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Writing Tasks

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| <p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> <p>Informational/Explanatory Essay</p> | <p>Secondary Focus <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>Routine Writing <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> |
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Instructional Best Practices and Exemplars

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| <p>Socratic Seminar</p> |
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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

DIFFERENTIATION

| Special Education | ELL | RtI |
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| <ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback | <ul style="list-style-type: none"> ● Get to know student ● Learn/Utilize/Display some words in student’s heritage language ● Set high expectations ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● NJDOE resources <p style="text-align: center; margin-top: 10px;">*Review Special Education list for additional recommendations.*</p> | <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources |

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| <ul style="list-style-type: none"> • Model/Utilize graphic organizers • Provide leveled reading materials • Utilize visual aids and props (flashcards, pictures, symbols) when possible • Utilize a multi-sensory approach to new topics • NJDOE Resources | | |
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CROSS CURRICULUR RESOURCES

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

| 21st Century/ Interdisciplinary Themes: Bold all that apply | 21st 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 |

Technology Infusion

<https://docs.google.com/document/d/1-5e13aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/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

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|-----------------------|---|--------------------|--------------------------------------|----------------|----------|
| Content: | Social Justice Literature-English 11 Honors | | Grade: | 11 | |
| Marking Period | 2 | Unit Title: | Labor, Class, and the American Dream | Pacing: | 10 Weeks |

Framing the Learning

Big Ideas:
 The Unit on Labor, Class, and the American Dreams begins with an analysis of the American class system. Literature then becomes the tool with which students examine money, work, and education in relation to self-esteem, social status, and power. Students consider both characters that find satisfying, meaningful, and valuable work, and those who are struggling for a living wage. As students explore these different perspectives, they will look for issues of social identity, diversity, and social justice.

Essential Questions:

- What is the American Dream and to what extent is it achievable for all Americans?
- How do characters from different classes interact or conflict?
- How do we synthesize multiple sources into a cohesive argument?
- How do writers and artists organize or construct text to convey meaning?
- How can persuasive writing be crafted so it motivates and influences a reaction from its audience?
- How can your voice make a difference in your community and world?
- How can persuasive pieces serve as a vehicle for social change?

Enduring Understandings:

- Class is culture and culture influences how a person thinks, acts, and lives.
- Individual and cultural values may differ, resulting in conflict.
- Writing is a multi-stage process.
- Writers rely on a variety of resources to obtain information.
- Persuasive techniques are varied and appeal to an audience on multiple levels.
- Persuasive/argumentative writing is a vehicle for social change that can impact local community and the world

NJSLs

Unit 2 Grade 11

| Unit 2 Reading Standards | | Unit 2 Reading Critical Knowledge and Skills | Depth of Knowledge |
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| <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"> ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | 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 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"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text | 3,4 |

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| 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"> Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how the order in which each is presented in the text impacts the overall text Analyze those choices as they pertain to the overall story | 2,3 |
| | | RI.11-12.3: <ul style="list-style-type: none"> Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text | 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"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how word choice creates tone Explain how the tone supports the overall meaning of the text | 1,2,3 |
| | 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. | <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas 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 Evaluate how the form effectively follows the function of the text | 2,3,4 |
| 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., | 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 | RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, | 4 |

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| satire, sarcasm, irony, or understatement). | content contribute to the power, persuasiveness, or beauty of the text. | <p>sarcasm, irony, and understatement</p> <ul style="list-style-type: none"> ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose | |
| | | <p>RI.11-12.6:</p> <ul style="list-style-type: none"> ● Determine the author’s overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text | 2,3,4 |
| | 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"> ● Compare and contrast how various accounts of a subject are told in multiple mediums ● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message ● Use references to the different media to answer a question or to solve a problem | 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"> ● Evaluate the rationale used in a text ● Understand and explain how text connects to the principles determined by the Constitution ● Understand and explain how it connects to established laws and practices ● Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address) | 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 | <ul style="list-style-type: none"> ● Study and evaluate influential U.S. documents ● Identify and explain the themes and purposes ● Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax | 3 |

| | 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. | | |
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| Unit 2 Writing Standards | | Unit 2 Writing Critical Knowledge and Skills | Depth of Knowledge |
| <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"> ● Effectively select, organize, and analyze content ● Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately ● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument ● Use sources that are appropriate to task, audience, and purpose ● Understand how much evidence is needed to satisfactorily support a point ● Develop a topic ● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims ● Understand and establish why the claim is important ● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence ● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have ● Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason ● Maintain an appropriate style and tone for the task, omitting | <p>3</p> <p>A-3</p> <p>B-2,3</p> <p>C-3,4</p> <p>D-4</p> <p>E-2,3</p> | |

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| | <ul style="list-style-type: none"> personal bias ● Consider and anticipate the audience’s education, beliefs, and feelings about the subject ● Choose precise words and domain-specific vocabulary ● Introduce a topic arranging ideas, concepts, and information to show interrelationships ● Format effectively ● Organize graphics and provide multimedia when useful ● Use transitions to link together the major sections of the text ● Use varied syntax ● Choose a formal style and objective tone ● Decide what organization is most effective for purpose, audience, and task ● Write a concluding statement that supports the information presented | |
| 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"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing | 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"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose | 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"> ● Use technology proficiently for production, publication, and collaboration ● Link and cite sources | 2 |

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| | <ul style="list-style-type: none"> ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software | |
| 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"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content | 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 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). | <ul style="list-style-type: none"> ● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.) | 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 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 | <ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme ● Utilize evidence to support analysis, reflection, and research | 4 A-4 B-4 |

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| <p>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"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision | <p>3</p> |
| <p>Unit 2 Speaking and Listening Standards</p> | <p>Unit 2 Speaking and Listening Critical Knowledge and Skills</p> | <p>Depth of Knowledge</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 grade 11 topics, texts, and issues, 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</p> | <ul style="list-style-type: none"> ● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity | <p>1,2,3,4</p> <p>A-1,2</p> <p>B-2</p> <p>C-4</p> <p>D-3</p> |

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| <p>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"> ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● 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 | |
| <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"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source | 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"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone | 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"> ● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation | 4 |

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| 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"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements | 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"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary | 4 |
| Unit 2 Language Standards | Unit 2 Language Critical Knowledge and Skills | Depth of Knowledge |
| 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"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation | 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"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling | 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"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking. Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes | 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. 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 | <ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words | 4 A-2 B-2 |

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| <p>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. 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"> Trace the etymology of words | <p>C-1 D-1</p> |
| <p>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.</p> | <ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) | <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"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level | <p>2</p> |
| Instructional Plan | | |
| 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> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> | |

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| <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.</p> | <p>Documented Essay</p> |
| <p>Texts</p> | <p>Supplementary Resources</p> |
| <p>Poetry Jonathan Swift, “A Description of the Morning” Judy Grahn, “Ella, in a square apron, along Highway 80” Jimmy Santiago Baca, “ So Mexicans Are Taking Jobs From Americans” Julia Alvarez, “Homecoming” Gwendolyn Brooks, “Bronzeville Woman in a Red Hat” William Blake, “The Chimney Sweeper” William Carlos Williams, “The Poor” Countee Cullen, “For a Lady I Know” NP Bertolt Brecht, “Song of the Invigorating Effect of Money” Robert Frost, “Two Tramps in Mud Time” Langston Hughes, “Ballad of the Landlord” Mafika Mbuli, “The Miners”</p> | <p>Film Race the Power of an Allusion “The House We Live in” Raisin in the Sun Fast Food Nation</p> <p>Other Sources Annas, Pamela J. and Robert C. Rosen (eds.) <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction</i>. Upper Saddle River, NJ: Prentice Hall. Atwan, Robert (ed.) <i>America Now: Short Readings from Recent Periodicals</i>. NY: St. Martins. Barnet, Sylvan and Hugo Bedua (eds.) <i>Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings</i>. NY: St. Martins.</p> |

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| <p>Marge Piercy, “To Be of Use” Susan Griffin, “This Is the Story of the Day in the Life of a Woman Trying” Mary Fell, “The Triangle Fire” Bruce Springsteen, Song: “My Hometown” Maggie Anderson, “Mining Camp Residents West Virginia, July 1935”</p> <p>Non –Fiction Meridel Le Sueur, “Women on the Breadlines” Richard Wright, “The Man Who Went to Chicago” Dorothy Allison, “A Question of Class” Donna Langston, “Tired of Playing Monopoly?” Glenn Omatsu, “Racism or Solidarity?”</p> <p>Short Fiction Tillie Olson, “I Stand Here Ironing” William Faulkner, “Spotted Horses” Toni Cade Bambara, “The Lesson” Alice Walker, “Everyday Use”</p> <p>Novel Upton Sinclair, The Jungle</p> <p>Drama Lorraine Hansberry, Raisin in the Sun</p> | <p>Brown, Wesley and Amy Ling (eds.) <i>Imagining America: Stories from the Promised Land</i>. NY: Persia Books. Colombo, Gary and Robert Cullen (eds.) <i>Rereading America: Cultural Contexts for Critical Thinking and Writing</i>. NY: St. Martins. Dilks, Stephan and Regina Hanson (eds.) <i>Cultural Conversations: The Presence of the Past</i>. NY: St. Martins. Harris, Jeanette and Ann Mosley (eds.) <i>Interactions: A Thematic Reader</i>. NY: Houghton Mifflin. Mano, Sandra and Barbara Roche Rico (eds.) <i>American Mosaic: Multicultural Readings in Context</i>. NY: Houghton Mifflin.</p> <p>Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.</p> |
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| Writing Tasks | | |
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| <p>Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i></p> | <p>Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p> | <p>Routine Writing <i>This is daily writing or writing that is done several times over a week.</i></p> |

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| Documented Argumentative Essay | Annotation In Class Text Analysis Reading Log Transitioning between assertions, quotations, and analysis | Journal Writing Personal-Reflection Reading Log Short Answer Extended Response Quick Writes |
| Instructional Best Practices and Exemplars | | |
| 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 | | |

DIFFERENTIATION

| Special Education | ELL | RtI |
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| <ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers | <ul style="list-style-type: none"> ● Get to know student ● Learn/Utilize/Display some words in student’s heritage language ● Set high expectations ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● NJDOE resources <p style="text-align: center;">*Review Special Education list for additional recommendations.*</p> | <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources |

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| <ul style="list-style-type: none"> • Provide leveled reading materials • Utilize visual aids and props (flashcards, pictures, symbols) when possible • Utilize a multi-sensory approach to new topics • NJDOE Resources | | |
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CROSS CURRICULUR RESOURCES

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21ST CENTURY SKILLS AND TECHNOLOGY

| 21st Century/ Interdisciplinary Themes: Bold all that apply | 21st Century Skills: Bold all that apply |
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| 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 |

Technology Infusion

<https://docs.google.com/document/d/1-5e13aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/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

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|-----------------------|---|--------------------|---|----------------|----------|
| Content: | Social Justice Literature English 11 Honors | | Grade: | 11 | |
| Marking Period | 3 | Unit Title: | Anti- Semitism, Holocaust, and Human Behavior | Pacing: | 10 Weeks |

Framing the Learning

Big Ideas:

The Anti-Semitism, Holocaust, and Human Behavior Unit gives students insight into the psychological, political, social, and emotional effects of war and prejudice. Students will look at a variety of fiction and non-fiction pieces dealing with conflicts from different time periods and from different geographical regions with a special concentration in WWII. By applying the lenses of gender, class, religion and ethnicity, students will analyze and evaluate the social significance of each piece.

Essential Questions:

How was it possible for a modern society to carry out the systematic murder of a people for no reason other than they were Jews?
 What makes some people resist and some obey?

What are the features of an effective Drama?
 How do media production elements shape a message/theme?

Enduring Understandings:

The Holocaust was watershed event, not only in the twentieth century but also in the entire history of humanity.
 The Holocaust provides a context for exploring the dangers of remaining silent, apathetic, and indifferent in the face of other’s oppression.
 Many elements of the classical tragedy endure.
 Media has its’ own form and conventions and are used to construct meaning in a particular way.

NJSLS

Unit 3 Grade 11

| Unit 3 Reading Standards | | Unit 3 Reading Critical Knowledge and Skills | Depth of Knowledge |
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| 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"> ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | 1,2,3 |
| RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the | RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they | <ul style="list-style-type: none"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of | 3,4 |

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| 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. | interact to provide a complex analysis; provide an objective summary of the text. | <p>the text</p> <ul style="list-style-type: none"> ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text | |
| RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). | 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>RL.11-12.3:</p> <ul style="list-style-type: none"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story | 2,4 |
| | | <p>RI.11-12.3:</p> <ul style="list-style-type: none"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how order in which each is presented in the text impact the overall text ● Analyze those choices as they pertain to the overall story | 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"> ● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text | 1,2,3 |
| RL.11-12.5. Analyze how an author’s | RI.11-12.5. Analyze and evaluate | RL.11-12.5: | 3 |

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| 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. | the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. | <ul style="list-style-type: none"> ● Identify the structure of the text (ex. en media res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it ● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact | |
| | | RI.11-12.5: <ul style="list-style-type: none"> ● Investigate how an author structures the text and develops ideas ● 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 ● Evaluate how the form effectively follows the function of the text | 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"> ● Identify the point of view ● Determine what the text literally states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose | 2,3,4 |
| | | RI.11-12.6: <ul style="list-style-type: none"> ● Determine the author’s overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text | 2,3,4 |

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| <p>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.)</p> | | <ul style="list-style-type: none"> ● Read and/or view different versions of the same text, recordings, film, and/or live performances ● Compare and contrast the multiple versions ● Explain the differences between the multiple versions ● Focus on significant changes to structure, order, plot, and/or character ● Analyze how changes to structure, order, plot or character impact meaning of different versions of same text | 3 |
| <p>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> | | <ul style="list-style-type: none"> ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics | 2 |
| 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> | | <ul style="list-style-type: none"> ● Convey experiences, real or imagined ● Use time as the deep structure of the narrative ● Form or structure based on a progression of events that build upon each other ● Use effective details using precise language ● Create clear point(s) of view established through a narrator, provide characters, and present a situation ● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures ● Provide a conclusion to the events they set out at the beginning of their narrative ● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text | <p>3</p> <p>A-3</p> <p>B-3</p> <p>C-4</p> <p>D-2</p> <p>E-3</p> |

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| 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. | | |
| 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"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing | 1,2,3,4 |
| 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. | <ul style="list-style-type: none"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose | 3 |
| 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"> ● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess feedback from peers | 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"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of | 2,3 |

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| | <ul style="list-style-type: none"> sources achieving new insights ● Evaluate multiple sources and understand their content | |
| 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"> ● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.) | 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 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]"). | <ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme ● Utilize evidence to support analysis, reflection, and research | 4 A-4 B-4 |
| 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. | <ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates | 3 |

| Unit 3 Speaking and Listening Standards | Unit 3 Speaking and Listening Critical Knowledge and Skills | Depth of Knowledge |
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| <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 grade 11 topics, texts, and issues, 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> | <p>research, reflection, and revision</p> <ul style="list-style-type: none"> ● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● 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 | <p>1,2,3,4</p> <p>A-1,2</p> <p>B-2</p> <p>C-4</p> <p>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</p> | <ul style="list-style-type: none"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make | <p>3</p> |

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| accuracy of each source and noting any discrepancies among the data. | <ul style="list-style-type: none"> decisions Evaluate the credibility and accuracy of each source | |
| SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. | <ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading Use evidence from sources/text to prove fallibility in speaker’s reasoning Engage as an active listener and participant Consider and assess the speaker, argument, organization, diction, and tone | 3 |
| 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"> Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Consider and address opposing viewpoints Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation | 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"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements | 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"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary | 2 |
| Unit 3 Language Standards | Unit 3 Language Critical Knowledge and Skills | Depth of Knowledge |
| 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 | <ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes | 1,2 A-2 |

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| convention, can change over time, and is sometimes contested. | <ul style="list-style-type: none"> Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation | |
| <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2.A. Observe hyphenation conventions.</p> <p>L.11-12.2.B. Spell correctly.</p> | <ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling | <p>1</p> <p>A-1</p> <p>B-1</p> |
| <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"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes | <p>4</p> <p>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"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words | <p>2</p> <p>A-2</p> <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</p> | <ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with | <p>3</p> <p>A-3</p> |

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| context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations. | similar definitions (ex: saunter and walk) | 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"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level | 2 |

Instructional Plan

| Formative Assessment Plan | Summative Assessment Plan |
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| <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.</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit</i></p> <p>Choices Narrative</p> |

| Texts | Supplementary Resources |
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| <p><u>Short Stories</u> “The Shawl” and “Rosa”-Cynthia Ozick “This Way for the Gas Ladies and Gentleman”- Tadeusz Borowski “We Were Jehovah Witnesses”-Ina Friedman</p> | <p><u>Poems</u> “Dulce Et Decorum Est”-Wilfred Owen “They Had a System”-Yala Korwin “The Hangman”-Maurice Ogden</p> |

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| <p>Non-Fiction “Tragedy and the Common Man” –Arthur Miller “Man is a Product of His Environment”-B.F. Skinner “Man is Rational”-John Locke “Man is Evil and Warlike”-Thomas Hobbes “The Prince”-Niccolo Machiavelli “Man’s Search for Meaning”-Viktor Frank “Poetics” – Aristotle “Survival in Auschwitz” –Levi Primo</p> <p>Drama “All My Sons”-Arthur Miller-NP “Merchant of Venice”-William Shakespeare</p> <p>Films Kike Like Me- Jamie Kastner Focus – Neal Slavin Genocide –Arnold Schwartzman Europa Europa-Agnieszka Holland The Grey Zone-Tim Blake Nelson</p> | <p>Film Excerpts Asch Experiment Milgram Experiment Stanford Experiment The Hangman</p> <p>Other Sources Annas, Pamela J. and Robert C. Rosen (eds.) <i>Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction.</i> Upper Saddle River, NJ: Prentice Hall. Atwan, Robert (ed.) <i>America Now: Short Readings from Recent Periodicals.</i> NY: St. Martins. Barnet, Sylvan and Hugo Bedua (eds.) <i>Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.</i>NY: St. Martins. Brown, Wesley and Amy Ling (eds.) <i>Imagining America: Stories from the Promised Land.</i> NY: Persia Books. Colombo, Gary and Robert Cullen (eds.) <i>Rereading America: Cultural Contexts for Critical Thinking and Writing.</i> NY: St. Martins. Dilks, Stephan and Regina Hanson (eds.) <i>Cultural Conversations: The Presence of the Past.</i> NY: St. Martins. Harris, Jeanette and Ann Mosley (eds.) <i>Interactions: A Thematic Reader.</i> NY: Houghton Mifflin. Mano, Sandra and Barbara Roche Rico (eds.) <i>American Mosaic: Multicultural Readings in Context.</i> NY: Houghton Mifflin.</p> <p><i>Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.</i></p> |
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| Writing Tasks | | |
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| Primary Focus <i>This is connected to the types of writing as</i> | Secondary Focus <i>This may be to develop a skill or connect to writing from</i> | Routine Writing <i>This is daily writing or writing that is done several</i> |

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| <p><i>indicated in the standards: Informational or Literary.</i></p> <p>Narrative Elements in Writing</p> | <p><i>resources or research writing.</i></p> <p>Annotation In Class Text Analysis Reading Log Transitioning between assertions, quotations, and analysis</p> | <p><i>times over a week.</i></p> <p>Journal Writing Personal-Reflection Reading Log Short Answer Extended Response Quick Writes</p> |
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Instructional Best Practices and Exemplars

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| <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> |
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DIFFERENTIATION

| Special Education | ELL | RtI |
|--|---|--|
| <ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers | <ul style="list-style-type: none"> ● Get to know student ● Learn/Utilize/Display some words in student’s heritage language ● Set high expectations ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● NJDOE resources <p style="text-align: center;">*Review Special Education list for additional recommendations.*</p> | <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources |

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| <ul style="list-style-type: none"> • Provide leveled reading materials • Utilize visual aids and props (flashcards, pictures, symbols) when possible • Utilize a multi-sensory approach to new topics • NJDOE Resources | | |
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

| 21st Century/ Interdisciplinary Themes: Bold all that apply | 21st 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 |

Technology Infusion

<https://docs.google.com/document/d/1-5el3aJdD9j0WUJGA2gdtKQ8jwwuOCP98vx5zzJI6s/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

| | | | | | |
|-----------------------|---|--------------------|--|----------------|----------|
| Content: | Social Justice Literature English 11 Honors | | Grade: | 11 | |
| Marking Period | 4 | Unit Title: | The American Civil Rights Movement and Its Influence | Pacing: | 10 Weeks |

Framing the Learning**Big Ideas:**

The Literature of the Civil Rights Movements complements the history curriculum by adding the emotional element to the unit. Student will begin by reading works of both fiction and nonfiction from the Civil Rights Movement of the 1950's and they will continue to follow civil rights writers up until the present day. As the last unit of the Social Justice 11th grade curriculum, student will look closely at the injustices that provoked the start of the movement and to follow its continuance and growth within the many movements of today.

Essential Questions:

What impact does historical, cultural, and social context have on writing and on the reaction of readers?

How do external factors affect one’s sense of identity?
 How does voice function in and beyond the context of writing?

Enduring Understandings:

Writing expands understanding of the world, its people, and oneself.
 Close reading allows students to analyze social and historical values reflected in the literature.
 Close reading allows students to gain precision and control in their own writing and analysis.
 Effective voice engages readers because of passion, authenticity, and commitment to the topic.

NJSLS

Unit 4 Grade 11

| Unit 4 Reading Standards | | Unit 4 Reading Critical Knowledge and Skills | Depth of Knowledge |
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| 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"> ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence | 1,2,3 |
| RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the | | <ul style="list-style-type: none"> ● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of | 3,4 |

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| <p>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>the text</p> <ul style="list-style-type: none"> ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text | |
| <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"> ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story | <p>2,4</p> |
| | | <p>RI.11-12.3:</p> <ul style="list-style-type: none"> ● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text | <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</p> | | <ul style="list-style-type: none"> ● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone | <p>1,2,3</p> |

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| 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.) | | <ul style="list-style-type: none"> ● Explain how the tone supports the overall meaning of the text | |
| 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. | | <ul style="list-style-type: none"> ● Identify the structure of the text (ex. en media res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it ● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact | 4 |
| 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"> ● Identify and evaluate the point of view ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose | 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"> ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics | 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"> ● Closely read various forms of literature independently and literary nonfiction and fluently ● Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text ● Make connections among ideas and between texts ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and | 4 |

| | | <p>poor reasoning in texts</p> <ul style="list-style-type: none"> 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 | |
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| Unit 4 Writing Standards | | Unit 4 Writing Critical Knowledge and Skills | Depth of Knowledge |
| <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> <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"> Effectively select, organize, and analyze content Determine how many facts, definitions, details, quotations and other information are needed Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience Use relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately Develop a topic Introduce a topic by arranging ideas, concepts, and information to show interrelationships Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing Choose a formal style and objective tone Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies Incorporate analysis of textual evidence to further content Format effectively Organize graphics Provide multimedia when useful Use transitions and syntax to link together the major sections of the text Write a concluding paragraph or section that supports the information presented | <p>3</p> <p>A-3</p> <p>B-2,3</p> <p>C-2,3</p> <p>D-4</p> <p>E-3,4</p> <p>F-2,3</p> |

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| <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"> ● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style | <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"> ● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose | <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"> ● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess and evaluate feedback from peers | <p>2</p> |
| <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"> ● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content | <p>3,4</p> |
| <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</p> | <ul style="list-style-type: none"> ● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific | <p>2,3</p> |

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| 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). | <ul style="list-style-type: none"> task, purpose and audience Assess whether information from reliable and authoritative sources is relevant Utilize a variety of sources, not depending on one specific source Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) | |
| <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"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research | <p>4</p> <p>A-4</p> <p>B-4</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. | <ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision | 3 |
| Unit 4 Speaking and Listening Standards | Unit 4 Speaking and Listening Critical Knowledge and Skills | Depth of Knowledge |
| 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 grade 11 topics, texts, and issues, building on others' ideas and expressing their own | <ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions | <p>1,2,3,4</p> <p>A-1,2</p> |

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| <p>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"> ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● 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 | <p>B-2</p> <p>C-4</p> <p>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"> ● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source | <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"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading | <p>3</p> |

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| | <ul style="list-style-type: none"> ● Move from passive listener to active participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Use evidence from sources/text to prove fallibility in speaker’s reasoning | |
| 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"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker’s reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone | 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"> ● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements | 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"> ● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary | 4 |
| Unit 4 Language Standards | Unit 4 Language Critical Knowledge and Skills | Depth of Knowledge |
| 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"> ● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation | 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"> ● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling | 1 A-1 B-1 |
| L.11-12.3. Apply knowledge of language to understand how language | <ul style="list-style-type: none"> ● Apply knowledge of language to understand how language | 4 |

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| <p>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> | <p>functions in different situations</p> <ul style="list-style-type: none"> ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work ● Write using a variety of different syntaxes | <p>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"> ● Use context clues to derive word meaning ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words | <p>2</p> <p>A-2</p> <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"> ● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox ● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) | <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"> ● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain- | <p>2</p> |

| | specific words into reading, writing, speaking, and listening at the college and career readiness level | |
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| Instructional Plan | | |
| 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> <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 Writing Conferences 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.</p> | <p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Methods in Civil Rights Essay</p> | |
| Texts | Supplementary Resources | |
| <p><u>Autobiography</u> <i>The Autobiography of Malcolm X</i></p> <p><u>Poetry</u> “Beautiful Black Women...”, “Chain”-Audre Lorde</p> | <p>Films: Black Panthers: Vanguard of the Revolution Malcolm X: Make it Plain X</p> | |

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| <p>“We Real Cool”, “The Mother”, “The White Troops Had Their Orders But the Negroes Looked Like Men”-Gwendolyn Brooks “somebody almost walked off wid alla my stuff”, “With No Immediate Cause”-Ntozoke Shange “Barbie Doll”, “Unlearning Not to Speak”-Marge Piercy “Cutting the Jewish Brides Hair”-Ruth Whitman</p> <p>Short Stories “Like One of the Family”- Alice Childress “Racititaf”-Toni Morrison</p> <p>Non-Fiction, Speeches, and Interviews” “Non-Violence vs. Jim Crow” –Bayard Rustin “Give us the Ballot” –Martin Luther King Jr. “The Ballot or the Bullet” – Malcolm X- “A Candid Conversation with the Jazz World’s Premier Iconoclast” –Miles Davis “The Call to Negro America to March on Washington”- A. Phillip Randolph “On Black Art” –Maulana Ron Karenga “Black Power”-Stokely Carmichael- “Liberation of Our People” –Angela Davis “Post Modern Blackness” –Bell Hooks “In Search of Our Mother’s Gardens “- Alice Walker <i>The Fire Next Time</i>- James Baldwin</p> | <p>Excerpts from Eyes on the Prize I Am Not Your Negro</p> <p>Other Sources <i>Annas, Pamela J. and Robert C. Rosen (eds.) Literature and Society: An Introduction to Fiction, Poetry, Drama, Nonfiction. Upper Saddle River, NJ: Prentice Hall.</i> <i>Atwan, Robert (ed.) America Now: Short Readings from Recent Periodicals. NY: St. Martins.</i> <i>Barnet, Sylvan and Hugo Bedua (eds.) Current Issues & Enduring Questions: A Guide to Critical Thinking and Argument, with Readings.NY: St. Martins.</i> <i>Brown, Wesley and Amy Ling (eds.) Imagining America: Stories from the Promised Land. NY: Persia Books.</i> <i>Colombo, Gary and Robert Cullen (eds.) Rereading America: Cultural Contexts for Critical Thinking and Writing. NY: St. Martins.</i> <i>Dilks, Stephan and Regina Hanson (eds.) Cultural Conversations: The Presence of the Past. NY: St. Martins.</i> <i>Harris, Jeanette and Ann Mosley (eds.) Interactions: A Thematic Reader. NY: Houghton Mifflin.</i> <i>Mano, Sandra and Barbara Roche Rico (eds.) American Mosaic: Multicultural Readings in Context. NY: Houghton Mifflin.</i></p> <p><i>Films, short stories, newspaper and magazine articles, plays, artwork, photography, music.</i></p> |
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| Writing Tasks | | |
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| Primary Focus <i>This is connected to the types of writing as</i> | Secondary Focus <i>This may be to develop a skill or connect to writing from</i> | Routine Writing <i>This is daily writing or writing that is done several</i> |

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| <p><i>indicated in the standards: Informational or Literary.</i></p> <p>Methods Essay</p> | <p><i>resources or research writing.</i></p> <p>Annotation In Class Text Analysis Reading Log Transitioning between assertions, quotations, and analysis</p> | <p><i>times over a week.</i></p> <p>Journal Writing Personal-Reflection Reading Log Short Answer Extended Response Quick Writes</p> |
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Instructional Best Practices and Exemplars

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| <p>Socratic Seminar Fishbowl Discussion Student Led Discussion Think-Pair-Share Writing Workshop Writing Conferences Researching / Discussion of Literary Criticism Teacher Conferences Peer-Editing Individual and Group Presentations Literature Circles</p> |
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DIFFERENTIATION

| Special Education | ELL | RtI |
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| <ul style="list-style-type: none"> ● Modify and accommodate as listed in student’s IEP or 504 plan ● Prioritize instruction ● Teach thoroughly ● Utilize wait-time ● Ensure directions are clear and concise ● Utilize probing and clarifying questions ● Ask higher order questions equitably ● Support instruction with scaffolding ● Model (provide step by step instructions) use of learning strategies ● Provide extended time for practice and review of learning strategies ● Identify, categorize, and teach words critical to understanding instructional texts ● Utilize multiple approaches to monitor student understanding ● Create rubrics to develop assessments ● Vary assessments ● Assign peer assisted reading ● Assign peer tutoring ● Provide individual help to all students ● Create opportunities for/Monitor peer collaboration ● Monitor student progress frequently | <ul style="list-style-type: none"> ● Get to know student ● Learn/Utilize/Display some words in student’s heritage language ● Set high expectations ● Determine student knowledge and level of understanding ● Research instruction that best matches student need ● Utilize ongoing informal assessments ● NJDOE resources <p style="text-align: center;">*Review Special Education list for additional recommendations.*</p> | <ul style="list-style-type: none"> ● Tiered Interventions following RtI framework ● RtI Intervention Bank ● Foundations Double-Dose (Tier II) ● LLI (Tier III) ● FFI Skill Report: DRA On-Line ● enVision intervention supports ● NJDOE resources |

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| <ul style="list-style-type: none"> ● Utilize flexible/cooperative grouping based on instructional goals ● Create lesson reminder sheets ● Prioritize and chunk lengthy assignments ● Utilize assistive technology, when appropriate ● Provide ongoing, effective, specific feedback ● Model/Utilize graphic organizers ● Provide leveled reading materials ● Utilize visual aids and props (flashcards, pictures, symbols) when possible ● Utilize a multi-sensory approach to new topics ● NJDOE Resources | | |
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CROSS CURRICULAR RESOURCES

The Amistad Commission’s Literacy components for Primary Grades: <http://www.state.nj.us/education/amistad/resources/literacy.pdf>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

| 21st Century/ Interdisciplinary Themes: Bold all that apply | 21st 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

<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