

Department of Equity, Curriculum and Instruction

# English Language Arts

## Curriculum Guide

MHS English Patterns Grades 11&12: Essay and Skill Development

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# Montclair Public Schools

Course Title: Essay and Skill Development

Curriculum Area: ELA Credits: 2.5 (Elective)

Course Pre-Requisites: English Grade 10

## **2018 Curriculum Writers**

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### **Introduction**

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

### **New Jersey Student Learning Standards for Essay and Skill Development**

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
<a href="#">Unit 1 or 3</a>	Primary Focus Standards: RI.11-12.1 RI.11-12.3 RI.11-12.4 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: ● 3-5 short texts	Writing Focus: ● Informative writing – Unit 1 ● Explanatory writing – Unit -1 ● Narrative writing – Unit 3 ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary
<a href="#">Unit 2 or 4</a>	Primary Focus Standards: RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6	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: ● 3-5 short texts	Writing Focus: ● Argumentative writing – Unit 2 ● Informative writing – Unit 4 ● Explanatory writing – Unit -4 ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary
<a href="#">Suggested Open</a>	Reading	Writing/Language	Speaking & Listening	Critical Thinking

<p><b><u>Educational Resources</u></b></p>	<p><a href="https://ed.ted.com/lessons/mining-literature-for-deeper-meanings-amy-e-harter">https://ed.ted.com/lessons/mining-literature-for-deeper-meanings-amy-e-harter</a></p> <p><a href="https://www.teachingchannel.org/videos/deeply-analyze-texts">https://www.teachingchannel.org/videos/deeply-analyze-texts</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/introduction-julius-caesar-using-30996.html">http://www.readwritethink.org/classroom-resources/lesson-plans/introduction-julius-caesar-using-30996.html</a></p> <p><a href="https://www.teachingchannel.org/videos/rhetorical-devices-equip">https://www.teachingchannel.org/videos/rhetorical-devices-equip</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html">http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html</a></p> <p><a href="https://www.teachingchannel.org/videos/deeply-analyze-texts">https://www.teachingchannel.org/videos/deeply-analyze-texts</a></p>	<p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html">http://www.readwritethink.org/classroom-resources/lesson-plans/draft-letters-improving-student-902.html</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/question-evaluating-validity-survey-1080.html">http://www.readwritethink.org/classroom-resources/lesson-plans/question-evaluating-validity-survey-1080.html</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/style-shifting-examining-using-31158.html">http://www.readwritethink.org/classroom-resources/lesson-plans/style-shifting-examining-using-31158.html</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/passion-punctuation-30809.html?tab=4#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/passion-punctuation-30809.html?tab=4#tabs</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/developing-persuasive-arguments-through-30744.html?tab=4#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/developing-persuasive-arguments-through-30744.html?tab=4#tabs</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html">http://www.readwritethink.org/classroom-resources/lesson-plans/spend-shoes-exploring-role-265.html</a></p> <p><a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></p>	<p><a href="https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/notetaking">https://students.dartmouth.edu/academic-skills/learning-resources/learning-strategies/notetaking</a></p> <p><a href="https://www.teachingchannel.org/videos/teaching-economics-with-debating">https://www.teachingchannel.org/videos/teaching-economics-with-debating</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/argument-sake-playing-devil-31105.html">http://www.readwritethink.org/classroom-resources/lesson-plans/argument-sake-playing-devil-31105.html</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/pros-cons-discussion-819.html">http://www.readwritethink.org/classroom-resources/lesson-plans/pros-cons-discussion-819.html</a></p>	<p><a href="https://www.teachingchannel.org/videos/teaching-economics-with-debating">https://www.teachingchannel.org/videos/teaching-economics-with-debating</a></p> <p><a href="https://www.edutopia.org/school/kipp-king-collegiate-high-school">https://www.edutopia.org/school/kipp-king-collegiate-high-school</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/developing-students-critical-thinking-326.html">http://www.readwritethink.org/classroom-resources/lesson-plans/developing-students-critical-thinking-326.html</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/word-maps-developing-critical-773.html">http://www.readwritethink.org/classroom-resources/lesson-plans/word-maps-developing-critical-773.html</a></p> <p><a href="https://www.teachingchannel.org/videos/tch-presents-inquiry-based-teaching">https://www.teachingchannel.org/videos/tch-presents-inquiry-based-teaching</a></p> <p><a href="http://www.readwritethink.org/classroom-resources/lesson-plans/assessing-cultural-relevance-exploring-1003.html?tab=3#tabs">http://www.readwritethink.org/classroom-resources/lesson-plans/assessing-cultural-relevance-exploring-1003.html?tab=3#tabs</a></p> <p><a href="http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html">http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/encourage-higher-order-thinking-30624.html</a></p> <p><a href="http://academic.pg.cc.md.us/~wpairce/MCCCTR/handbook.pdf">http://academic.pg.cc.md.us/~wpairce/MCCCTR/handbook.pdf</a></p>
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**Montclair Public Schools Instructional Unit**

<b>Content:</b>	Essay and Skill Development		<b>Grade:</b>	11/12	
<b>Marking Period</b>	1 or 3	<b>Unit Title:</b>	Preparing to Apply to College	<b>Pacing:</b>	10 Weeks

**Overview**

**Big Ideas:**

Preparing oneself for college writing begins before the first application has been mailed. The Preparing for College unit equips students for college acceptance by reading and writing high-quality, formatted essays to learn multiple methods of expressing ideas by identifying the techniques used in critical essays about various topics. Students will begin by analyzing their own writing for elements of quality writing (hooks, claims, topic sentences, transitions, correct grammar and punctuation, varied sentence structure, etc.) and compare it to writing by accomplished essayists as they increase their writing, vocabulary, reading-comprehension, and oral-presentation abilities.

**Essential Questions:**

- How do the elements and structures of essays contribute to meaning and appreciation?
- By what methods do readers accurately interpret an essay?
- By what methods do writers accurately create meaning and anticipate their readers' conclusions?
- How do authors communicate purposefully and clearly with various audiences in informational and explanatory writing pieces? How is style controlled by syntax, diction, point of view, and other devices?

**Enduring Understandings:**

Because text can be interpreted in many ways, precise language and punctuation are required.  
Writers make deliberate and thoughtful decisions about diction, syntax, tone, rhythm, and structure to create their personal styles.

**NJSLS**

Reading Standards		Critical Knowledge and Skills	Depth of Knowledge
	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>• Analyze the text and identify explicit and implicit textual evidence</li> <li>• Determine the difference between strong and</li> </ul>	1,2,3

		<p>insufficient (unreliable) details</p> <ul style="list-style-type: none"> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>	
	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> </ul>	<p>3,4</p>

		<ul style="list-style-type: none"> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>	
	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.	<ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>	2,4
	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how word choice creates tone</li> <li>● Explain how the tone supports the overall meaning of the text</li> </ul>	1,2,3
	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.	<ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made</li> </ul>	4

		those rhetorical decisions and how and why that contributes to the overall effectiveness of the text	
Unit 1 Writing Standards		Critical Knowledge and Skills	Depth of Knowledge
<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"> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li> <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> <li>● Write a concluding paragraph or section that supports the information presented</li> </ul>	<p>A -3</p> <p>B-2, 3</p> <p>C-3, 4</p> <p>D-4</p> <p>E-3, 4</p> <p>F-2, 3</p>	

<p>W.11-12.2. 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>	<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use sources that are appropriate to task, audience, and purpose.</li> <li>● Supply evidence in order to inform the audience</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> </ul>	<p>3</p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>	<p>1,2,3,4</p>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and use appropriate planning templates</li> <li>● Understand and utilize revision techniques</li> <li>● Understand writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new</li> </ul>	<p>3</p>

	<p>approach, focusing on addressing what is most significant for a specific purpose or audience</p> <ul style="list-style-type: none"> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> </ul>	
<p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products</li> <li>● Adapt writing according to feedback.</li> <li>● Respond to ongoing feedback utilizing digital software</li> <li>● Assess feedback from peers</li> </ul>	2
<p>W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources achieving new insights</li> <li>● Evaluate multiple sources and understand their content</li> </ul>	3,4



	<ul style="list-style-type: none"> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>	
<p>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 over-reliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	<ul style="list-style-type: none"> <li>● Gather print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>	2,3
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>	<p>4</p> <p>A – 4</p> <p>B - 4</p>

works of public advocacy [e.g., The Federalist, presidential addresses]").		
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"> <li>• Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> </ul>	3
<b>Speaking and Listening Standards</b>	<b>Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on <b>grade 11</b> 1,2,3,4 A-1 B-2 <b>topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. 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. 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. SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> <li>• Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>• Prepare for discussions</li> <li>• Read and research materials beforehand</li> <li>• Articulate ideas clearly and persuasively in a discussion</li> <li>• Refer to evidence from texts and other research</li> <li>• Draw from and build on the ideas of others in a discussion</li> <li>• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>• Set guidelines for class discussions</li> <li>• Establish goals and roles for group members and adhere to assigned roles</li> </ul>	<p>1,2,3,4</p> <p>A – 1</p> <p>B – 2</p> <p>C – 4</p> <p>D – 3</p>

	<ul style="list-style-type: none"> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● Discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments</li> </ul>	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each</li> </ul>	3

	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"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>	3
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience	<ul style="list-style-type: none"> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Consider and address opposing viewpoints</li> </ul>	4

	<ul style="list-style-type: none"> <li>Organize, develop, and produce a presentation in a style appropriate to the purpose and audience</li> </ul>	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	4
<b>Language Standards</b>	<b>Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2
<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. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	1 A-1 B-1

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

<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox</li> <li>• Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>	<p>3 A-3 B-3</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> <li>• Acquire general academic words from content-specific written texts</li> <li>• Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	<p>2</p>

**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Quizzes using context, multiple-choice questions, writing sentences and definitions.</p> <p>Reading checks and quizzes, small group and whole class discussion; completion</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Completed College Essay suitable for use on Common Application and/or Coalition Application</p>

of worksheets on specific topics. Comprehensive tests Individual and group presentations Reading strategies for essays/informational texts Analysis of/quizzes on literary devices (metaphor, simile, etc.) Reading for Hot Spots Vocabulary quizzes	Multi-Media Presentation of First Choice College (Informational/descriptive)  Definition essay
<b>Texts</b>	<b>Supplementary Resources</b>
<i>Strategies for Successful Writing</i> , Reinking, James A.; Hart, Andrew W.; von der Osten, Robert;, Fifth Edition, Prentice Hall	Varied essays both college and professional to be found in places like: JSTOR EBSCOhost Online MHSL databases
<b>Instructional Best Practices and Exemplars</b>	
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	

<b>CROSS CURRICULAR RESOURCES</b>	
The NJ Amistad Commission’s NJSLS literacy resources: <a href="http://njamistadcurriculum.net/commoncore/">http://njamistadcurriculum.net/commoncore/</a> The NJ Commission of Holocaust Education’s Curriculum Guides/Materials: <a href="https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf">https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf</a>	
<b>ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY</b>	
<b>21<sup>st</sup> Century/ Interdisciplinary Themes:</b> Bold all that apply	<b>21<sup>st</sup> Century Skills:</b> 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
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**Technology Infusion**

<https://docs.google.com/document/d/1-5e13aJjDd9j0WIJGA2gdtKQ8jwwuOCP98vx5zzJl6s/edit?usp=sharing>  
 select from the list above/copy and paste  
 Smart Board Applications  
 enVision applications

**Evidence of Student Learning**

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

**Montclair Public Schools Instructional Unit**

<b>Content:</b>	Essay and Skill Development		<b>Grade:</b>	11/ 12	
<b>Marking Period</b>	2 or 4	<b>Unit Title:</b>	Preparing to Succeed at College Essay Reading and Writing	<b>Pacing:</b>	10 Weeks

**Overview**

**Big Ideas:**

Preparing oneself for college writing begins before the first application has been mailed. The Preparing for College unit equips students for college acceptance by reading and writing high-quality, formatted essays to learn multiple methods of expressing ideas by identifying the techniques used in critical essays about various topics. Students will begin by analyzing their own writing for elements of quality writing (hooks, claims, topic sentences, transitions, correct grammar and punctuation, varied sentence structure, etc.) and compare it to writing by accomplished essayists as they increase their writing, vocabulary, reading-comprehension, and oral-presentation abilities .

**Essential Questions:**

- How does one decide his/her future?
- How does “practice make perfect”?
- How do words have power?

**Enduring Understandings:**

- One must make decisions that will impact his/her life.
- Communication initiates change.
- If one wishes to excel at something he/she must practice it many times.



NJSLs			
Reading Standards		Critical Knowledge and Skills	Depth of Knowledge
	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> <li>• Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>• Determine the difference between strong and insufficient (unreliable) details.</li> <li>• Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias).</li> <li>• Make inferences through the use of details, word choice, and literary elements regarding the thematic development and support inference using several examples from the text</li> </ul>	1,2,3
	RI.11-12.2. Determine two or more	<ul style="list-style-type: none"> <li>• Determine two or more themes or central ideas</li> </ul>	1,2,3

	central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> <li>in a text and recognize supporting details for themes/central ideas.</li> <li>Construct an objective summary of the text.</li> </ul>	
	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.	<ul style="list-style-type: none"> <li>Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text</li> </ul>	3,4
	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.	<ul style="list-style-type: none"> <li>Determine and evaluate figurative, connotative, and technical meaning (jargon).</li> <li>Investigate how an author structures the text and develops ideas</li> <li>Determine the author's overall purpose</li> <li>Analyze how an author uses various rhetorical strategies to advance that purpose.</li> </ul>	3,4
	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"> <li>Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text</li> </ul>	1,2,3
<b>Writing Standards</b>		<b>Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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>B. Develop claim(s) and counterclaims avoiding common logical fallacies and</p>		<ul style="list-style-type: none"> <li>Students will write, creating argumentative and persuasive texts that support their analysis of a text or topic.</li> <li>Students will use valid reasoning and enough relevant evidence to legitimately support their claims.</li> <li>Students will introduce arguments clearly and accurately with regard to counterclaims.</li> <li>Students will distinguish claim(s) from</li> </ul>	2,3,4

<p>using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>alternate or opposing claims.</p> <ul style="list-style-type: none"> <li>● Students will create an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence.</li> <li>● Students will choose precise words and varied syntax in order to develop their arguments</li> <li>● Students will maintain an appropriate style and tone, while adhering to the norms and conventions of writing.</li> <li>● Students will provide a clear concluding statement of section that follows from and supports the argument.</li> </ul>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Students will produce writing that is clear and understandable to the reader.</li> <li>● Students will produce writing that is appropriate to the task, purpose, and intended audience.</li> </ul>	3
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Students will demonstrate the capacity to revisit and make improvements to a piece of writing over multiple drafts when appropriate.</li> </ul>	2,3
<p>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.</p>	<ul style="list-style-type: none"> <li>● Students will use technology to publish, produce, and update their writing in response to ongoing feedback.</li> </ul>	1, 2, 3, 4

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"> <li>Students will participate in a variety of writing tasks, or varying lengths.</li> </ul>	2,3	
<b>Speaking and Listening Standards</b>	<b>Critical Knowledge and Skills</b>	<b>Depth of Knowledge</b>	
SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> <li>Listen to and evaluate multiple sources of information in diverse formats and media</li> <li>Utilize multiple sources of information in order to make decisions</li> <li>Evaluate the credibility and accuracy of each source</li> </ul>	1,2,3,4	
SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> <li>Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>Draw information from primary and secondary sources, and provide a conclusion</li> <li>Consider and address opposing viewpoints</li> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>	3	
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>	2	
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary</li> </ul>	3	

Language Standards	Critical Knowledge and Skills	Depth of Knowledge
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> <li>Recognize and use appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>	1,2
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Observe hyphenation conventions. Spell correctly.</p>	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>	2
<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. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> </ul>	3

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. 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.	<ul style="list-style-type: none"> <li>• Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>• Trace the etymology of words</li> </ul>	2	
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> <li>• Acquire general academic words from content-specific written texts</li> <li>• Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level</li> </ul>	2	

**Instructional Plan**

<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Pre-assessments            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.            Reading strategies for essays/informational texts            Vocabulary quizzes            Frayer Models            Exit Tickets</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Process Analysis Essay            Cause and Effect Essay            Multi-media Presentation of Dr. Martin Luther King, Jr. and “The Letter from Birmingham Jail.” (Persuasive/argument)</p>

Texts	Supplementary Resources
<p><i>Strategies for Successful Writing</i>, Reinking, James A.; Hart, Andrew W.; von der Osten, Robert;, Fifth Edition, Prentice Hall</p>	<p>Varied essays both college and professional to be found in places like:            JSTOR            EBSCOhost            Online MHSL databases</p>
Instructional Best Practices and Exemplars	
<p>Socratic Seminar            Fishbowl Discussion            Student Led Discussion            Think-Pair-Share            Writing Workshop            Researching / Discussion of Literary Criticism Teacher Conferences            Peer-Editing            Individual and Group Presentations            Literature Circles</p>	



## DIFFERENTIATION

Special Education	ELL	Intervention	Acceleration
<ul style="list-style-type: none"> <li>● Modify and accommodate as listed in student’s IEP or 504 plan</li> <li>● Prioritize instruction</li> <li>● Teach thoroughly</li> <li>● Utilize wait-time</li> <li>● Ensure directions are clear and concise</li> <li>● Utilize probing and clarifying questions</li> <li>● Ask higher order questions equitably</li> <li>● Support instruction with scaffolding</li> <li>● Model (provide step by step instructions) use of learning strategies</li> <li>● Provide extended time for practice and review of learning strategies</li> <li>● Identify, categorize, and teach words critical to understanding instructional texts</li> <li>● Utilize multiple approaches to monitor student understanding</li> <li>● Create rubrics to develop assessments</li> <li>● Vary assessments</li> <li>● Assign peer assisted reading</li> <li>● Assign peer tutoring</li> <li>● Provide individual help to all students</li> <li>● Create opportunities for/Monitor peer collaboration</li> <li>● Monitor student progress frequently</li> <li>● Utilize flexible/cooperative grouping based on instructional goals</li> <li>● Create lesson reminder sheets</li> <li>● Prioritize and chunk lengthy assignments</li> <li>● Utilize assistive technology, when</li> </ul>	<ul style="list-style-type: none"> <li>● Get to know student</li> <li>● Set high expectations</li> <li>● Learn/Utilize/Display some words in student’s heritage language</li> <li>● Allow electronic translator</li> <li>● Reword, repeat, and clarify directions</li> <li>● Determine student knowledge and level of understanding</li> <li>● Research instruction that best matches student need</li> <li>● Utilize ongoing informal assessments</li> <li>● Refer to NJDOE resources</li> </ul> <p><b>*Review Special Education list for additional recommendations.*</b></p>	<ul style="list-style-type: none"> <li>● Tiered Interventions following RtI framework</li> <li>● RtI Intervention Bank</li> <li>● Foundations Double-Dose (Tier II)</li> <li>● LLI (Tier III)</li> <li>● FFI Skill Report: DRA On-Line</li> <li>● enVision intervention supports NJDOE resources</li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: abstraction, complexity, variety, organization</li> <li>● Products should be modified: real world problems, audiences, deadlines, evaluation, transformations</li> <li>● Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied</li> </ul>

<p>appropriate</p> <ul style="list-style-type: none"> <li>● Provide ongoing, effective, specific feedback</li> <li>● Model/Utilize graphic organizers</li> <li>● Provide leveled reading materials</li> <li>● Utilize visual aids and props (flashcards, pictures, symbols) when possible</li> <li>● Utilize a multi-sensory approach to new topics</li> <li>● NJDOE Resources</li> </ul>			
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**CROSS CURRICULAR RESOURCES**

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

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

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

## Technology Infusion

<https://docs.google.com/document/d/1-5eI3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJl6s/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