Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standards (NJSLSA)	Progress Indicators	Learning Targets	Formative and Summative *required	Interdisciplinary Connections	21 st Century Connections
Pacing Unit I: Exploring Gender (9 weeks)	What do good writers do? What's my purpose and how do I develop it? Writing clearly: What makes a difference? Final product: What does it take? Why write? Why do the rules of language matter? Communicati ng clearly: What does it take?	Understandings Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame. Producing clear ideas as a writer	(NJSLSA) NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event	W.11-12.3: A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and/or characters. B. Use narrative techniques, such as dialogue, pacing,	Students can define narrative and describe basic parts of a plot. Students will be able to engage the reader by introducing one or more points of view, the narrator and a problem, situation or observation and its significance. Students can use narrative techniques to develop experiences, events, and/or characters. Students will be able to employ vivid language.	*required Formative: <i>3CP CA1:</i> * Formative narrative writing prompt - Term Identification - Class Discussion - Close-reading - Group discussions - Worksheets - Web-research - Tests and Quizzes - Open-ended responses - Self-evaluatio n - Collaborative learning groups - Analysis of literary text - Peer reading and editing - All stages of	Connections 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review 8.1.12.A.3 Collaborate in online courses, learning	Connections 9.3.12.AC-D ES.2 Use effective communicatio n skills and strategies (listening, speaking, reading, writing and graphic communicatio ns) to work with clients and colleagues. 9.3.12.AC-D ES.7 Employ appropriate representation al media to
	situation affect meaning?	appropriate style	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and or characters.	toward a particular tone and outcome. Students will be able to write a logical		communities, social networks or virtual worlds to discuss a resolution to a problem or	

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author's	and technology.		E. Provide a conclusion	conclusion that reflects	Summative:	issue.	
choice impact		NJSLA.R1	that follows from and	on the	3CP CA2: *		
	Effective readers,	Read closely to determine what	reflects on what is	experience/events and	Summative	8.1.12.B.2	
	writers, and	the text says explicitly and to	experienced, observed, or	provides a sense of	narrative	Apply previous	
What makes a		make logical inferences and			writing prompt	content knowledge	
story effective	knowledge of	relevant connections from it;	the narrative.		- Close	by creating and	
for its	language to make	cite specific		Students can use	-reading	piloting a digital	
purpose?	appropriate choices	textual evidence when writing	W.11-12.4: Produce clear	prewriting strategies to	- Tests and	learning game or	
	when presenting	or speaking to support	and coherent writing in	formulate ideas.	Quizzes	tutorial.	
		conclusions drawn from the	which the development,	Recognize that a	- Collaborative		
	clarify meaning	text.	organization, and style are	well-developed piece of		8.1.12.C.1	
	when reading or		appropriate to task,	writing requires more	groups	Develop an	
sense?	listening.	NJSLSA.R2	purpose, and audience.	than one draft.	- Writing	innovative solution	
		Determine central ideas or			Portfolio	to a real world	
	Effective readers	themes of a text and analyze	W.11-12.5: Develop and	Students can edit	- Reflective	problem or issue in	
	and writers use	their development; summarize	strengthen writing as	writing for mechanical	Narrative	collaboration with	
	knowledge of	the key supporting details and	needed by planning,	errors.	Essay	peers and experts,	
	structure and	ideas.	revising, editing, rewriting,			and present ideas	
	context to acquire,		or trying a new approach,	Students will be able to		for feedback	
	clarify, and use	NJSLSA.R3	or consulting a style	determine if purpose		through social	
great?	vocabulary.	Analyze how and why	manual (such as MLA or	and audience have been		media or in an	
(33 71,		individuals, events and ideas	APA style), focusing on	fully addressed and		online community.	
	Comprehension is	develop and interact over the	addressing what is most	revise if necessary.		8.1.12.D.1	
	enhanced through	course of a text.	significant for a specific	Students will be able to		8.1.12.D.1 Demonstrate	
	a collaborative	NJSLSA.R4	purpose and audience.	recognize if revision			
	process of sharing and evaluating	Interpret words and phrases as	W.11-12.9 :	and editing are not		appropriate application of	
What do good		they are used in a text,	A. Apply grades 11–12	enough and a new		copyright, fair use	
readers do?	lucas.	including determining	Reading standards to	approach is necessary.		and/or Creative	
	Effective readers	technical, connotative, and	literature (e.g.,	approach is necessary.		Commons to an	
	use a variety of	figurative meanings, and	"Demonstrate knowledge	Students will be able to		original work.	
		analyze how specific word	of eighteenth-, nineteenth-	identify the writing		onginar work.	
	sense of key ideas	choices shape meaning or tone.		5 0		8.1.12.D.5	
	and details	choices shape meaning of tone.	foundational works,	task, purpose, and		Analyze the	
	presented in text.	NJSLSA.R5	including how two or more			capabilities and	
	r	Analyze the structure of texts,	texts from the same period			limitations of	
What makes a	Analyze texts for	including how specific	treat similar themes or	Students can use		current and	
		sentences, paragraphs, and	topics").	organizational/		emerging	
	and viewpoint	larger portions of text (e.g. a	B. Apply grades 11–12	formatting structure to		technology	
		section, chapter, scene, or	Reading standards to	develop writing ideas.		resources and	
-		-	-				

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	does creative	reader to gain	stanza) relate to each other and	literary nonfiction (e.g.,		assess their	
	choice impact	insight and	the whole.	"Delineate and evaluate the	Students can compose a	potential to address	
	an audience?	strengthen		reasoning in seminal texts,	clear and logical piece	personal, social,	
		understanding.	NJSLSA.R6	including the application of	of writing that	lifelong learning,	
	Whose story	-	Assess how point of view or	constitutional principles	demonstrates	and career needs.	
	is it, and why	To gain keener	purpose shapes the content and	and use of legal reasoning	understanding of a		
	does it	insight into the	style of a text.	[e.g., in U.S. Supreme	specific writing style.	8.1.12.E.1	
	matter?	integration of		Court Case majority		Produce a position	
		knowledge and	NJSLSA.R7	opinions and dissents] and	Students can employ	statement about a	
	What are the	ideas, effective	Integrate and evaluate content	the premises, purposes, and	prewriting strategies.	real world problem	
	reasons	readers analyze	presented in diverse media and	arguments in works of		by developing a	
	cultures and	and evaluate	formats, including visually and	public advocacy [e.g., The	Students will be able to	systematic plan of	
	individuals	content, reasoning,	quantitatively, as well as in	Federalist, presidential	recognize the need for	investigation with	
	create	and claims in	words.	addresses]").	more than one draft.	peers and experts	
	narratives of	diverse formats.				synthesizing	
	their		NJSLSA.R8	W.11-12.10:	Students can apply	information from	
	experiences?		Delineate and evaluate the	Write routinely over	revision strategies and	multiple sources.	
			argument and specific claims	extended time frames and	editing techniques		
	What		in a text, including the validity	shorter time frames for a	through multiple drafts	8.1.12.F.1	
	strategies can		of the reasoning as well as the	range of tasks, purposes,	to strengthen writing.	Evaluate the	
	be used to		relevance and sufficiency of	and audiences.		strengths and	
	make writing		the evidence.		Students can analyze	limitations of	
	come alive for			L.11.12.1:	one's own writing to	emerging	
	a reader?		NJSLSA.R9	Apply the understanding	determine clarity of	technologies and	
			Analyze and reflect on how	that usage is a matter of	purpose and audience.	their impact on	
	What makes		two or more texts address	convention, can change		educational, career,	
	writing worth		similar themes or topics in	over time, and is	Students will be able to	personal and or	
	reading and		order to build knowledge or to	sometimes contested.	determine a writing	social needs.	
	why should		compare the approaches the		format/style to fit the		
	we do it?		authors take.	L.11-12.2:	task, and/or audience.	6.1.12.A.1.b	
				A. Observe hyphenation		Analyze how	
	How does		NJSLSA.R10	conventions.	Students can recognize	gender, property	
	what you read		Read and comprehend complex		different writing tasks	ownership,	
	influence how		literary and informational texts		requiring varied time	religion, and legal	
	you should		independently and proficiently		frames to complete.	status affected	
	read it?		with scaffolding as needed.	Vary syntax for effect,		political rights.	
	_			apply an understanding of	Students can understand		
	How does an			syntax to the study of	writing exists for a	6.1.12.A.6.b	
	author create		NJSLSA.SL1	complex texts.	variety of reasons.	Evaluate the ways	
	meaning in a		Prepare for and participate			in which women	
L I		1		1	1		

text and what	effectively in a range of	L.11-12.4:	Students will be able to	organized to
makes	conversations and	A. Use context (e.g., the	recognize the	promote
meaning	collaborations with diverse	overall meaning of a	conventions of Standard	government
valid?	partners, building on others'	sentence, paragraph, or		policies (i.e.,
		text; a word's position or		abolition, women's
How can we	clearly and persuasively.	function in a sentence) as a		suffrage, and the
use	5 1 5	clue to the meaning of a	1	temperance
knowledge of	NJSLSA.SL2	word or phrase.	Students can consult	movement)
the structure	Integrate and evaluate	B. Identify and correctly		designed to address
of language	information presented in	use patterns of word	resolve issues of	injustice,
to write more	diverse media and formats,	changes that indicate	complex or contested	inequality,
effectively?	including visually,	different meanings or parts		workplace safety,
5	quantitatively and orally.	of speech (e.g., conceive,		and immorality.
How can	1 5 5	conception, conceivable).	Students will be able to	5
reading and	NJSLSA.SL3	C. Consult general and	follow the standard	6.1.12.B.2.a
writing be	Evaluate a speaker's point of	specialized reference	rules of punctuation,	Analyze how the
used to solve	view, reasoning and use of	materials (e.g.,	capitalization and	United States has
societal	evidence and rhetoric.	dictionaries, glossaries,	spelling.	attempted to
problems?		thesauruses), both print and		account for
	NJSLSA.SL4	digital, to find the	Students can identify	regional
	Present information, findings,	pronunciation of a word or	how language functions	differences while
	and supporting evidence such	determine or clarify its	in different contexts.	also striving to
	that listeners can follow the	precise meaning, its part of		create an American
	line of reasoning and the	speech, its etymology, or	Students will be able to	identity.
	organization, development, and	its standard usage.	analyze the context of	
	style are appropriate to task,	D. Verify the preliminary	various texts and	6.1.12.D.2.b
	purpose and audience.	determination of the	determine how diction	Explain why
		meaning of a word or	affects meaning, style	American ideals
	NJSLSA.SL5	phrase (e.g., by checking	and comprehension.	put forth in the
	Make strategic use of digital	the inferred meaning in		Constitution (i.e.,
		context or in a dictionary).	Students can explain	due process, rule of
	data to express information and		and identify syntax and	law, and individual
	enhance understanding of	L.11-12.5:	employ a variety of	rights) have been
	presentations.	A. Interpret figures of	structures.	denied to different
		speech (e.g., hyperbole,		groups of people
	NJSLSA.SL6	paradox) in context and	Students will be able to	throughout time.
	Adapt speech to a variety of	analyze their role in the	increase vocabulary	
	contexts and communicative	text.		6.1.12.D.3.e
	tasks, demonstrating command	B. Analyze nuances in the		Determine the
	of formal English when	meaning of words with	Students can define and	impact of religious

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indicated or appropriate.	similar denotations.	identify forms of	and social
** *		figurative language.	movements on the
	L.11-12.6:		development of
NJSLSA.SL1	Acquire and use accurately	Students can interpret	American culture,
Prepare for and participate	a range of general	figures of speech	literature, and art.
effectively in a range of	academic and		
conversations and	domain-specific words and	Students will be able to	6.1.12.D.5.d
collaborations with diverse	phrases sufficient for	recognize word	Relate varying
partners, building on others'		relationships to further	immigrants'
ideas and expressing their own	and listening at the college	understand	experiences to
clearly and persuasively.	and career readiness level;	multiple-words.	gender, race,
	demonstrate independence		ethnicity, or
NJSLSA.SL2	in gathering vocabulary	Students will be able to	occupation.
Integrate and evaluate		recognize the difference	
information presented in	0	between denotative and	6.1.12.A.8.c
diverse media and formats,	term important to	connotative meaning.	Relate social
including visually,	comprehension or		intolerance,
quantitatively and orally.	expression.	Students will be able to	xenophobia, and
		analyze how words with	fear of anarchists to
NJSLSA.SL3	SL.11-12.1: Prepare for	similar denotations can	government
Evaluate a speaker's point of		carry different nuances.	policies restricting
view, reasoning and use of	in a range of conversations		immigration,
evidence and rhetoric.	and collaborations with	Students will be able to	advocacy, and
		identify various reasons	labor organizations.
NJSLSA.SL4	on others' ideas and	for speaking.	
Present information, findings,	expressing their own	~	6.1.12.C.8.b
and supporting evidence such	clearly and persuasively	Students will be able to	Relate social,
that listeners can follow the		define textual evidence,	cultural, and
line of reasoning and the	SL.11-12.5: Make strategic		technological
organization, development, and		how a reader uses	changes in the
style are appropriate to task,	1	textual evidence to	interwar period to
purpose and audience.		reach a logical	the rise of a
	reasoning, and evidence	conclusion.	consumer economy
NJSLSA.SL5	and to add interest.		and the changing
Make strategic use of digital	DI 11 10 1.	Students will be able to	role and status of
media and visuals displays of	RL11-12.1:	read closely to analyze	women.
data to express information and		explicit and implicit	(112 D 11 -
enhance understanding of		information from the	6.1.12.D.11.c
presentations.	relevant connections to	text.	Explain why women, African
	support analysis of what		women, Antean

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NJSLSA.SL6	the text says explicitly as	Students will be able to	Americans, Native
Adapt speech to a variety of	well as inferences drawn	define themes through	Americans, Asian
	from the text, including	plot analysis.	Americans, and
tasks, demonstrating command	determining where the text	1 2	other minority
of formal English when	leaves matters uncertain.	Students will be able to	groups often
indicated or appropriate.		analyze how multiple	expressed a strong
	RL.11-12.2: Determine	themes build on one	sense of
NJSLSA.L1	two or more central ideas	another.	nationalism despite
Demonstrate command of the	or themes of a text and		the discrimination
conventions of standard	analyze their development	Students will be able to	they experienced in
	over the course of the text,	identify key elements of	the military and
	including how they interact		workforce.
	and build on one another to	their interrelationships	
NJSLSA.L2	produce a complex	and the impact of the	6.1.12.A.13.b
	account; provide an	author's choices on the	Analyze the
conventions of standard	objective summary of the	work as a whole.	effectiveness of
English capitalization,	text.		national legislation,
punctuation, and spelling when		Students will be able to	policies, and
writing.	RL11-12.3: Analyze how	define, identify and	Supreme Court
	and why individuals,	distinguish figurative	decisions (i.e., the
NJSLSA.L3	events, and ideas develop	language, literal	Civil Rights Act,
Apply knowledge of language	and interact over the course	language, denotative	the Voting Rights
to understand how language	of a text.	meanings and	Act, the Equal
functions in different contexts,		connotative meanings.	Rights
to make effective choices for	RL.11-12.4: Determine the		Amendment, Title
meaning or style, and to	meaning of words and	Students will be able to	VII, Title IX,
comprehend more fully when	phrases as they are used in	determine and analyze	Affirmative Action,
reading and listening.	the text, including	an author's choice for	Brown v. Board of
	figurative and connotative	structure and the effect	Education, and Roe
NJSLSA.L4	meanings; analyze the	his/her choices has on	v. Wade) in
Determine or clarify the	impact of specific word	the work as a whole.	promoting civil
	choices on meaning and		liberties and equal
multiple-meaning words and	tone, including words with	Students will be able to	opportunities.
phrases by using context clues,	multiple meanings or	identify foundational	
analyzing meaningful word	language that is	works of literature from	6.1.12.D.13.f
	particularly fresh,	different time periods.	Relate the changing
and specialized reference	engaging, or beautiful (e.g.,		role of women in
materials, as appropriate.	Shakespeare as well as	Students will be able to	the labor force to
	other authors).	identify two or more	changes in family
NJSLSA.L5		texts from the same	structure.
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Demonstrate understanding of	RL.11-12.5:	time period that contain	
word relationships and nuances	Analyze how an author's	similar themes or	6.1.12.D.14.d
in word meanings.	choices concerning how to	topics.	Evaluate the extent
	structure specific parts of a		to which women,
NJSLSA.L6	text (e.g., the choice of	Students will be able to	minorities,
Acquire and use accurately a	where to begin or end a	analyze how the point	individuals with
range of general academic and	story, the choice to provide	of view of an author	gender preferences,
domain-specific words and	a comedic or tragic	impacts his/her	and individuals
phrases sufficient for reading,	resolution) contribute to its	approach to a theme or	with disabilities
writing, speaking, and listening	overall structure and	topic found in a	have met their
	meaning as well as its	particular time period.	goals of equality in
readiness level; demonstrate	aesthetic impact.		the workplace,
independence in gathering		Students will be able to	politics, and
	RL.11-12.9: Demonstrate	recognize when text is	society.
encountering an unknown term	knowledge of and reflect	too easy or too difficult	
	on (e.g. practical	for the reader.	HS-ETS1-1
expression.	knowledge,		Analyze a major
-	historical/cultural context,	Students will be able to	global challenge to
	and background	determine reading	specify qualitative
	knowledge) 18th, 19th and	strategies that will aid	and quantitative
	20th century foundational	in comprehension of	criteria and
	works of literature,	difficult texts.	constraints for
	including how two or more		solutions that
	texts from the same period	Students will be able to	account for societal
	treat similar themes or	analyze how specific	needs and wants.
	topics.	ideas interact and	
	-	develop within a	HS-ETS1-3
	RL.11-12.10:	complex set of ideas or	Evaluate a solution
	By the end of grade 11,	sequence of events.	to a complex
	read and comprehend		real-world problem
	literature, including stories,	Students will be able to	based on prioritized
	dramas, and poems at	determine if an author's	criteria and
	grade level- complexity or	structure is effective.	trade-offs that
	above with scaffolding as		account for a range
	needed. By the end of		of constraints,
	grade 12, read and		including cost,
	comprehend literature,		safety, reliability,
	including stories, dramas,		and aesthetics, as
	and poems, as grade level		well as possible
	or above.		social, cultural, and

				 RI.11.12.3: Analyze a complex set of ideas of sequence of events and explain how specific individuals, ideas, or events interact over the course of the text. RI.11-12.5: Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging. 			environmental impacts.	
Unit II:	What do	Producing clear	NJSLSA.W2	W.11-12.1:	Students will be able to		8.1.12.A.1	9.3.12.AC-D
	good writers	ideas as a writer	Write informative/explanatory	A. Introduce precise,	employ vivid language.	-Class	Create a personal	ES.2
Emergence of	do?	involves selecting	texts to examine and convey	knowledgeable claim(s),	Chudonta	Discussion	digital portfolio	Use effective
Freedom	What's my	appropriate style and structure for	complex ideas and information clearly and accurately through	establish the significance of the claim(s), distinguish	Students will be able to sequence events and	- Thesis identification	which reflects	communicati on skills and
(9 weeks)	what s my purpose and	and structure for an audience and is		the claim(s), distinguish	signal changes with	exercise	personal and	strategies
() weeks)	how do I	strengthened	organization, and analysis of	or opposing claims, and	coherent transitions and	-Close-reading	academic interests,	(listening,
	develop it?	through revision	content.	create an organization that	structure.	- Group	achievements, and	speaking,
		and technology.		logically sequence		discussions	career aspirations	reading,
	Writing		NJSLSA.W4	claim(s) counterclaims,	Students will be able to		by using a variety of digital tools and	writing and
	clearly:	Producing clear	Produce clear and coherent	reasons, and evidence.	create a concise whole	- Literature	resources.	graphic
	What makes	ideas as a writer	writing in which the	B. Develop claim(s) and	and build toward a	analysis	105001005.	communicati
	a difference?	involves selecting	development, organization,	counterclaims avoiding	particular tone and	graphic		ons) to work
	Time 1	appropriate style	and style are appropriate to	common logical fallacies	outcome.	organizer	8.1.12.A.2	with clients
	Final product:	and structure for an audience and is	task, purpose and audience.	and using sound reasoning and thoroughly, supplying	Students will be able to	- Web-research	Produce and edit a	and
	What does it	strengthened	NJSLSA.W5	the most relevant evidence	write a logical	- Tests and	multi-page digital	colleagues.
	take?	through revision	Develop and strengthen	for each while pointing out	conclusion that reflects	Quizzes	document for a	9.3.12.AC-D
	taile .	and technology.	writing as needed by planning,	the strengths and	on the	- Open-ended	commercial or	ES.7 Employ
	Why write?		revising, editing, rewriting or	limitations of both in a	experience/events and	responses	professional	appropriate
	-	Effective writers	trying a new approach.	manner that anticipates the	provides a sense of	-Self-evaluatio	audience and	representatio
	Why do the	use a variety of	-	audience's knowledge	closure.	n	present it to peers	nal media to
	the start and the			uturence 5 knowledge	0105010.	11	* *	nui media to

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rules of language matter? Communica ng clearly: What does i take? How does	frame.	NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and	level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,	Students will be able to use prewriting strategies to formulate ideas. Students will be able to recognize that a well-developed piece of writing requires	learning groups - Analysis of informational	and/or professionals in that related area for review 8.1.12.A.3 Collaborate in online courses, learning	communicate concepts and project design.
situation affect meaning?	speaking or writing relies on the appropriate use of the	quantitatively, as well as in words.	evidence, and between claim(s) and counterclaims. D. Establish and maintain	more than one draft. Students will be able to edit writing for	the writing process - Outline Essay	communities, social networks or virtual worlds to discuss a	
How does author's choice impa an audience		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	a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to	Students will be able to	proposals	resolution to a problem or issue. 8.1.12.B.2	
What do I d when a wor doesn't mak sense?	b listeners use knowledge of	the evidence. NJSLSA.R9 Analyze and reflect on how two or more texts address	the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that		bibliographies -Research rough draft	Apply previous content knowledge by creating and piloting a digital	
What makes collaboratio meaningful ⁴	 presenting information and to clarify meaning when reading or 	similar themes or topics in order to build knowledge or to compare the approaches the authors take.	supports the argument presented (e.g., articulating implications on the significance of the	and editing are not enough and a new approach is necessary.	<i>3CP CA3:</i> * Critical Reading of informational	learning game or tutorial. 8.1.12.C.1	
What makes a presentation great?	Effective readers and writers use	NJSLSA. W10 Write routinely over extended time frames (time for research,	topic). W.11-12.4: Produce clear and coherent	Students will be able to identify the writing style that best fits the task, purpose, and	choice) <i>3CP CA4:</i> *	Develop an innovative solution to a real world problem or issue in	
What I say versus How say it, does really matte	t context of ?? language to acquire, clarify,	reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	writing in which the development, organization, and style are appropriate to task, purpose, and audience.	audience. Students will be able to use organizational /formatting structure to	(multiple choice on	collaboration with peers and experts, and present ideas for feedback through social	
What do good reader do?	and appropriately use vocabulary.	NJSLA.R1 Read closely to determine	W.11-12.5: Develop and strengthen	develop writing ideas. Students will be able to	midterm exam)	media or in an online community.	

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a great story? In what way does creative choice impact an audience? What makes a story effective for its purpose? Whose story	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. Effective readers use a variety of strategies to make	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. NJSLSA.R4 Interpret words and phrases as	rewriting, or trying a new approach. 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, including how two or more texts from the same period treat similar themes or topics"). B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of	compose a clear and logical piece of writing that demonstrates understanding of a specific writing style. Students will be able to employ prewriting strategies. Students will be able to recognize the need for more than one draft. Students will be able to apply revision strategies and editing techniques through multiple drafts to strengthen writing. Students will be able to analyze one's own writing to determine	- Close -reading - Web-research - Tests and Quizzes - Collaborative learning groups - Writing Portfolio - Research Essay -Interdisciplin ary group project	 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong
What	sense of key ideas and details presented in text.	they are used in a text, including determining technical, connotative, and	and use of legal reasoning [e.g., in U.S. Supreme Court Case majority	clarity of purpose and audience.		learning, and career needs.
be used to make writing come alive for a reader? What makes	Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. To gain keener insight into the integration of	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 text (e.g.a section, chapter, scene, or stanza) relate to each other and the whole.	opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). W.11-12.10: Write routinely over extended time frames and shorter time frames for a	Students will be able to determine a writing format/style to fit the task, and/or audience. Students will be able to recognize different writing tasks require varied time frames to complete. Students will be able to understand writing		8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

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	read	knowledge and			exists for a variety of		
	influence	ideas, effective	NJSLSA.R6	L.11.12.1:	reasons.	8.1.12.F.1	
	how you	readers analyze	Assess how point of view or	Apply the understanding			
	should read	and evaluate	purpose shapes the content and	that usage is a matter of	Students will be able to	Evaluate the	
	it?	content,	style of a text.	convention, can change	recognize the	strengths and	
		reasoning, and		over time, and is	conventions of	limitations of	
	How does an	claims in diverse	NJSLSA.R7	sometimes contested.	Standard English can	emerging	
	author create	formats.	Integrate and evaluate content		change over time and	technologies and	
	meaning in a		presented in diverse media and	L.11-12.2:	can be	their impact on	
	text and what		formats, including visually and	A. Observe hyphenation	disputed/contested.	educational,	
	makes		quantitatively, as well as in	conventions.		career, personal	
	meaning		words.	B. Spell correctly.	Students will be able to	and or social	
	valid?				consult reference	needs.	
			NJSLSA.R8	L.11-12.3:	materials to resolve		
	How can		Delineate and evaluate the	Vary syntax for effect,	issues of complex or		
	reading and		argument and specific claims	apply an understanding of	contested usage.	6.1.12.A.1.b	
	writing be		in a text, including the validity	syntax to the study of	_	Analyze how	
	used to solve		of the reasoning as well as the	complex texts.	Students will be able to	gender, property	
	societal		relevance and sufficiency of	-	follow the standard	ownership,	
	problems?		the evidence.	L.11-12.4:	rules of punctuation,	religion, and legal	
				A. Use context (e.g., the	capitalization and	status affected	
			NJSLSA.R9	overall meaning of a	spelling.	political rights.	
			Analyze and reflect on how	sentence, paragraph, or		pontiour rights.	
			two or more texts address	text; a word's position or	Students will be able to		
			similar themes or topics in	function in a sentence) as a	identify how language	6.1.12.B.2.a	
			order to build knowledge or to	clue to the meaning of a	functions in different		
			compare the approaches the	word or phrase.	contexts.	Analyze how the	
			authors take.	L.11-12.4.B. Identify and		United States has	
				correctly use patterns of	Students will be able to	attempted to	
			NJSLSA.R10	word changes that indicate	analyze the context of	account for	
			Read and comprehend	different meanings or parts	various texts and	regional	
			complex literary and	of speech (e.g., conceive,	determine how diction	differences while	
			informational texts	conception, conceivable).	affects meaning, style	also striving to	
			independently and proficiently	L.11-12.4.C. Consult	and comprehension.	create an	
			with scaffolding as needed.	general and specialized	1	American identity.	
			C at	reference materials (e.g.,	Students will be able to		
				dictionaries, glossaries,	explain and identify	6.1.12.D.2.b	
			NJSLSA.SL1	thesauruses), both print	syntax and employ a		
			Prepare for and participate	and digital, to find the	variety of structures.	Explain why	
			effectively in a range of	pronunciation of a word or		American ideals	
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	conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate	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	Students will be able to increase vocabulary knowledge. Students will be able to define and identify forms of figurative language.	put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people
	information presented in diverse media and formats, including visually, quantitatively and orally. NJSLSA.SL3	checking the inferred meaning in context or in a dictionary). L.11-12.5: A. Interpret figures of	Students will be able to interpret figures of speech Students will be able to	throughout time. 6.1.12.D.3.e Determine the
	NJSLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. NJSLSA.SL4	A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the	recognize word relationships to further understand multiple-words.	impact of religious and social movements on the development of American culture,
	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development,	meaning of words with similar denotations.L.11-12.6:Acquire and use accurately	Students will be able to recognize the difference between denotative and connotative meaning.	literature, and art. 6.1.12.D.5.d Relate varying immigrants'
	and style are appropriate to task, purpose and audience. NJSLSA.SL5 Make strategic use of digital media and visuals displays of	a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college	with similar denotations can carry	experiences to gender, race, ethnicity, or occupation.
	data to express information and enhance understanding of presentations.	and instening at the conege and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown		6.1.12.D.13.a Determine the impetus for the Civil Rights
	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	term important to comprehension or	Students will be able to define textual evidence, inference and explain how a reader uses textual evidence to	Movement, and explain why national governmental actions were

 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. 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. 	and participate effectively in a range of conversations and collaborations with peers, building on others' ideas and expressing their own clearly and persuasively SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text.	reach a logical conclusion. Students will be able to read closely to analyze explicit and implicit information from the text. Students will be able to define theme through plot analysis. Students will be able to analyze how multiple themes build on one another. Students will be able to identify key elements of the story and genre, their interrelationships and the impact of the author's choices on the work as a whole. Students will be able to define, identify and distinguish figurative language, literal language, denotative meanings and	needed to ensure civil rights for African Americans. 6.1.12.D.13.bCompare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies. 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
NJSLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations. NJSLSA.SL6	including how they interact and build on one another to produce a complex account; provide an objective summary of the text. RL11-12.3: Analyze the	Students will be able to determine and analyze an author's choice for structure and the effect his/her choices has on the work as a whole.	6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a

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Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. 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	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). 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	Students will be able to identify foundational works of literature from different time periods. Students will be able to identify two or more texts from the same time period that contain similar themes or topics. Students will be able to analyze how the point of view of an author impacts his/her	consumer economy and the changing role and status of women.6.1.12.D.8.aExplain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations and an increase in violence.
 when writing. 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 and listening. NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and 	specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) RL.11-12.5: Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of	approach to a theme or topic found in a particular time period. Students will be able to recognize when text is too easy or too difficult for the reader. Students will be able to determine reading strategies that will aid in comprehension of difficult texts.	 6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values. 6.1.12.D.11.c
phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. NJSLSA.L5 Demonstrate understanding 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.	Students will be able to analyze how specific ideas interact and develop within a complex set of ideas or sequence of events. Students will be able to	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong

word relationships and nuances in word meanings. NJSLSA.16 Acquire and use accurately a range of general academic and domain-specificent for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge with the countering an unknown term important to comprehension or expression. RL.11-12.10: By the end of grade 1 read and comprehend literature, including by stories, dramas and po at grade level text- complexity or above v scaffolding as needed RL.11-12.11: Accurately cite strong thorough textual evid (e.g. via discussion, written response, etc.) support analysis of with the text says explicitly well as inferentially, including determining where the text leaves matters uncertain. RL.11-12.12: Neurately as a set of the text says explicitly well as inferentially. including determining where the text leaves matters uncertain.	lectStudents will be able to define central ideaitext,Students will be able to determine two or more central ideas of text and recognize how they build on one another to develop complex meaningilarStudents will be able to compose an objective1,Students will be able to compose an objective1,Students will be able to compose an objective1,Students will be able to define point of the text without adding personal opinion.withStudents will be able to define point of view.3Students will be able to determine author's perspective and explain his/her purpose for writing the text.y asStudents will be able to identify and analyze the rhetorical strengths of an author's purpose and perspective.re andStudents will be able to analyze how the author's style and	sense of nationalism despite the discrimination they experienced in the military and workforce. 6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities. HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and

				and how they interact to provide a complex analysis; provide an objective summary of the text. 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.	the power, persuasiveness, or beauty of the text.		constraints for solutions that account for societal needs and wants. HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.	
Unit III: The American Dream (9 Weeks)	What is the significance/ importance of being American? What do good readers do? How do readers construct meaning	Effective readers use a variety of strategies to make sense of key ideas and details presented in text Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and	substantive topics or texts, using valid reasoning and relevant and sufficient evidence. NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to	RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2. Determine two or more themes or central ideas of a text and	Students will be able to create inferences and explain how a reader uses textual evidence Students will be able to analyze plot Students will be able to analyze two or more themes Students will be able to define and identify	discussions - KWL charts - Terminology	8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	9.2.12.C.6 Investigate entrepreneurs hip opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for

from text? Why is author's w choice critical?	strengthen understanding ord To gain keener insight into the integration of	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide	various forms of figurative language. Students will be able to distinguish between literal and figurative	discussion - Worksheets/ graphic organizers - Open-ended responses	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or	owning and managing a business 9.2.12.C.7 Examine the
In what w does creat choice im an audiend	knowledge and ays ideas, effective ve readers analyze pact and evaluate	NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	an objective summary of the text.RL.11-12.3. Analyze the impact of the author's choices regarding how to	Students will be able to analyze how authors' choice of specific words evokes a	- Response journals	professional audience and present it to peers and/or professionals in that related area	examine the professional, legal, and ethical responsibiliti es for both employers
What mak a story effective f its purpos	es claims in diverse content	NJSLSA. W10 Write routinely over extended time frames (time for research, reflection, and revision) and	develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the	particular meaning or tone in a text and how using language in a new way creates an engaging overall effect.	surveys - Anticipation guides - Literary text analysis	for review 8.1.12.A.3 Collaborate in	and employees in the global workplace.
How do readers construct meaning from text?	detailed, organized, and sequenced in a way that clearly communicates the	shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	characters are introduced and developed). RL.11-12.4. Determine the meaning of words and	Students will be able to identify an author's point of view in a text.	- Web-based	online courses, learning communities, social networks or virtual worlds to	9.1.12.A.5 Analyze how the economic, social, and
In what w does creat choice im an audien	evel Effective Effective communication of	NJSLA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions,	phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and	Students will be able to recognize when authors use literary techniques (e.g. satire, sarcasm, irony, or understatement) to	0	discuss a resolution to a problem or issue. 8.1.12.B.2	political conditions of a time period can affect the labor market.
What makes a story effective frist purpose	es writing relies on the appropriate or use of the conventions of language	demonstrating understanding of the subject under investigation. NJSLSA.W8 Gather relevant information	tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well		<i>3CP CA5:</i> * Critical reading of informational text (multiple choice)	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	Use effective communicati on skills and strategies
How do students clarify wh was just read?	Effective readers, writers, and listeners use knowledge of language to make appropriate	from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	as other authors.) RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is	Students will be able to read closely and find answers explicitly in text and answers that require an inference.	<i>3CP CA6:</i> * Critical reading and synthesizing of an	8.1.12.C.1 Develop an innovative solution to a real world	(listening, speaking, reading, writing and graphic communicati

				English in er				
How of writer develo well w produc Why of writer a parti	ive rs ss selves? do rs op a written tet? does a r choose icular or style iting? do the of mar	choices when presenting information and to clarify meaning when reading and listening	NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research. NJSLA.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	directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics. RI.11-12.1. Accurately cite strong and thorough	Students will be able to choose a topic and identify and select the most significant and relevant information to develop and share with the audience. Students will be able to recognize that the conventions of standard English usage can change over time. Students will be able to consult reference materials to resolve issues of complex or contested usage of standard English.	informative cold-read piece/essay (multiple choice) - Synthesis essay - Quizzes - Novel tests -Interdisciplin ary group project - In-class essay	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.1.12.D.5	ons) to work with clients and colleagues. 9.3.12.AC-D ES.7 Employ appropriate representatio nal media to communicate concepts and project design.
take for effecting commons? How of of lang affect	ive nunicati do rules guage nunicati does ion		ideas. NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text. 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.	textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	Students will be able to identify how language functions in different contexts. Students will be able to analyze the context of various texts and determine how language choice affects meaning, style, and comprehension Students will be able to explain that syntax refers to how words are arranged to form		Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	
meani	ing?		tone.	the text.	arranged to form sentences.		Produce a position statement about a	

When a word deem i make sener, what eraders do to determine meaning?NSLSA.R5 Analyze the structure of text; senerces, paragraphs, and arged protinos ftext (e.g. a section, chapter, scene, or section, chapter, scene, or <br< th=""><th></th><th></th><th></th><th></th><th></th><th></th></br<>						
reading and why should we do it?informational texts independently and proficiently with scaffolding as needed.terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).under and or social needs.How does what you readNJSLSA.SL1 Prepare for and participate effectively in a range of tow you should read it?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.RI.11-2.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective.Analyze how gender, property ownership, religion, and legal status afforded of the text.How does an author create meaning valid?NJSLSA.SL2 Integrate and evaluate information presented in including visually, quantitatively and orally.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively and orally.RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively and orally.Analyze how the United States has attempted to account for regional	doesn' sense, do goo readers determ meanin What strateg be use make v come a for a readers	't make what od rs do to nine ng? gies can ed to writing alive reader? makes	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of 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. NJSLSA.R10 Read and comprehend	 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. 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 	identify irregular/varied syntax. Students will be able to infer the meaning of unknown words using context clues.	by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and
why should we do it?independently and proficiently with scaffolding as needed.text (e.g., how Madison defines faction in Federalist No. 10).career, personal and or social needs.How does what you readNJSLSA.SL1 Prepare for and participate effectively in a range of tow you should read it?NJSLSA.SL2RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how gender, property ownership, religion, and legal status affected persuasiveness or beauty of the text.6.1.12.A.1.bHow does an author create meaning in a valid?NJSLSA.SL2Federalistic to the power, persuasiveness or beauty of the text.religion, and legal status affected political rights.How can reading andNJSLSA.SL3RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or in words in order to6.1.12.B.2.a	reading	ig and	informational texts	terms over the course of a		
How does what you readNJSLSA.SL1 Prepare for and participate effectively in a range of conversations and ti?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, persuasively.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, persuasively.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.Contribute to the power, ereligion, and legal status affected political rights.How does an author create meaning in a text and what walid?NJSLSA.SL2 including visually, 				defines faction in		career, personal and or social
read influence how you should read 				,		110003.
How does an author create meaning in aClearly and persuasively.persuasiveness or beauty of the text.political rights.uthor create meaning in aNJSLSA.SL2RI.11-12.7. Integrate and evaluate multiple sources6.1.12.B.2.atext and what makes meaningIntegrate and evaluate information presented in including visually, quantitatively and orally.RI.11-12.7. Integrate and evaluate multiple sources6.1.12.B.2.aHow can reading andMJSLSA.SL3in different media or quantitatively as well as in words in order toAnalyze how the united States has account for regional	read influer how yo should	nce ou	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'	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,		Analyze how gender, property ownership, religion, and legal
text and what makes meaning valid?Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 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 6.1.12.B.2.a How can reading andNJSLSA.SL3RI.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 to6.1.12.B.2.a	author	r create				
valid?including visually, quantitatively and orally.in different media or formats (e.g., visually, quantitatively) as well as in words in order toUnited States has attempted to account for regional	text an	nd what	Integrate and evaluate			6.1.12.B.2.a
How can reading andImage: A state of the	meanin	ng	diverse media and formats, including visually,	of information presented in different media or		United States has
reading and NJSLSA.SL3 in words in order to regional	How c	can	qualitation of and orang.			
	reading	ig and		in words in order to		regional

used to solve	view, reasoning and use of	a problem.	also striving to
societal	evidence and rhetoric.	. F	create an
problems?		W.11-12.2.	American identity.
r · · · · ·	NJSLSA.SL4	A. Introduce a topic;	
	Present information, findings,	organize complex ideas,	
	and supporting evidence such	concepts, and information	6.1.12.D.3.e
	that listeners can follow the	so that each new element	Determine the
	line of reasoning and the	builds on that which	
	organization, development,	precedes it to create a	impact of religious and social
	and style are appropriate to	unified whole; include	movements on the
	task, purpose and audience.	formatting (e.g.,	development of
		headings), graphics (e.g.,	American culture,
	NJSLSA.SL5	figures, tables), and	literature, and art.
	Make strategic use of digital	multimedia when useful to	interature, and art.
	media and visuals displays of	aiding comprehension.	
	data to express information	B. Develop the topic	6.1.12.D.5.d
	and enhance understanding of	thoroughly by selecting	
	presentations.	the most significant and	Relate varying
	Ĩ	relevant facts, extended	immigrants'
	NJSLSA.SL6	definitions, concrete	experiences to
	Adapt speech to a variety of	details, quotations, or	gender, race,
	contexts and communicative	other information and	ethnicity, or
	tasks, demonstrating command	examples appropriate to	occupation.
	of formal English when	the audience's knowledge	
	indicated or appropriate.	of the topic.	6.1.12.A.8.c
		C. Use appropriate and	0.1.12.A.8.C
		varied transitions and	Relate social
	NJSLSA.SL1	syntax to link the major	intolerance,
	Prepare for and participate	sections of the text, create	xenophobia, and
	effectively in a range of	cohesion, and clarify the	fear of anarchists
	conversations and	relationships among	to government
	collaborations with diverse	complex ideas and	policies restricting
	partners, building on others'	concepts.	immigration,
	ideas and expressing their own		advocacy, and
	clearly and persuasively.	domain-specific	labor
		vocabulary, and	organizations.
	NJSLSA.SL2	techniques such as	
	Integrate and evaluate	metaphor, simile, and	
	information presented in	analogy to manage the	6.1.12.C.8.b
	diverse media and formats,	complexity of the topic.	
			<u> </u>

including visually, quantitatively and orally. NJSLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric. NJSLSA.SL4	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	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the abanging role and
NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the	they are writing. F. Provide a concluding paragraph or section that supports the argument	changing role and status of women.
line of reasoning and the	presented (e.g.,	HS-ETS1-1
organization, development, and style are appropriate to task, purpose and audience.	articulating implications or the significance of the topic).	Analyze a major global challenge to specify qualitative
NJSLSA.SL5 Make strategic use of digital	W.11-12.6. Use technology, including	and quantitative criteria and constraints for
media and visuals displays of data to express information and enhance understanding of	the Internet, to produce, share, and update individual or shared	solutions that account for societal needs and
presentations. NJSLSA.SL6	writing products in response to ongoing feedback, including new	wants.
Adapt speech to a variety of contexts and communicative	arguments or information.	HS-ETS1-3
tasks, demonstrating command of formal English when indicated or appropriate.	W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using	Evaluate a solution to a complex real-world problem based on
NJSLSA.L1 Demonstrate command of the conventions of standard	advanced searches effectively; assess the strengths and limitations	prioritized criteria and trade-offs that account for a range
English grammar and usage when writing or speaking.	of each source in terms of the task, purpose, and audience; integrate	of constraints, including cost, safety, reliability,
NJSLSA.L2	information into the text	and aesthetics, as
Demonstrate command of the conventions of standard	selectively to maintain the flow of ideas, avoiding	well as possible social, cultural,

English capitalization, punctuation, and spelling when writing.plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).and environmental impacts.NJSLSA.L3 Apply knowledge of language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.L11-12.1: A. Apply the understanding of sometimes contested.L11-12.1: Apply the munals).NJSLSA.L4 Determine or clarify the meaning or style, and to comprehend more fully when reading and listening.L11-12.3: vary syntax for effect, apply an understanding of syntax to the study of oparts, and consulting general and specialized reference materials, as appropriate.L11-12.4. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or t	
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 and listening.Style Manuals).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.L11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of owneal meaning of a syntax to the study of complex texts.NJSLSA.L5 Demonstrate understanding of function in a sentence) as aL11-12.4. 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	
functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading and listening.L.11-12.1: A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.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.L.11-12.3: Vary syntax for effect, wary syntax to the study of complex texts.NJSLSA.L5 Demonstrate understanding of sentence, paragraph, or text; a word's position or function in a sentence) as aL.11-12.4.	
comprehend more fully when reading and listening.can change over time, and is sometimes contested.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.L.11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.NJSLSA.L5 Demonstrate understanding of usential and specialized reference materials, as appropriate.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	
NJSLSA.L4L.11-12.3: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.L.11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.NJSLSA.L5 Demonstrate understanding of sontarte understanding ofL.11-12.4.Nusclose NuscloseNusclose meaning of a sentence, paragraph, or function in a sentence) as a	
Image: book with the standing of the standing o	
multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.syntax to the study of complex texts.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	
analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.L.11-12.4.NJSLSA.L5 Demonstrate understanding ofverall meaning of a sentence, paragraph, or function in a sentence) as a	
and specialized reference materials, as appropriate.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	
NJSLSA.L5sentence, paragraph, or text; a word's position or function in a sentence) as a	
nuances in word meanings. word or phrase. B. Identify and correctly	
NJSLSA.L6 use patterns of word	
Acquire and use accurately a range of general academic and demain general academic and demain general for words and demain general	
domain-specific words and phrases sufficient for reading, writing, speaking, andof speech (e.g., conceive, conception, conceivable).C. Consult general and	
writing, speaking, and C. Consult general and listening at the college and specialized reference career readiness level; materials (e.g.,	
demonstrate independence in gathering vocabulary thesauruses), both print	
knowledge when encountering an unknown term important to pronunciation of a word or	

				English III er				
			comprehension or expression.	determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
Unit IV: Individualism (9 weeks)	In what ways do the values of the individual clash with those of the	Effective readers use a variety of strategies to make sense of key ideas and details presented in the	NJSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific	W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,	Students will be able to read closely and find answers explicitly in the text and answers that require inference.	Formative: - KWL Chart - Close reading - Textual annotations	8.1.12.A.1 Create a personal digital portfolio which reflects personal and	9.3.12.AC-D ES.2 Use effective communicati on skills and strategies
	larger society? Why does the	text. Analyze texts for structure, purpose,	textual evidence when writing or speaking to support conclusions drawn from the text.	purpose and audience.W.11-12.5Develop and strengthen	Students will be able to determine places in the text that leave matters uncertain.	 Dramatic interpretation Character study 	academic interests, achievements, and career aspirations by using a variety of digital tools and	(listening, speaking, reading, writing and
	individual choose what he or she chooses, and what are the	and viewpoint to gain insight and strengthen understanding.	NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize	writing as needed by planning, revising, editing, rewriting or trying a new approach.	Students will be able to identify elements of a story or drama.	- Theme Study - Group discussions - Collaborative	resources. 8.1.12.A.2	graphic communicati ons) to work with clients and
	consequences of those decisions?	To gain keener insight into the integration of knowledge and	the key supporting details and ideas. NJSLSA.R3	W.11-12.6 Use technology, including the Internet, to produce and publish writing and to	Students will be able to analyze how elements of a story or drama are developed and/or		Produce and edit a multi-page digital document for a commercial or	colleagues. 9.3.12.AC-D ES.7 Employ
	What do good readers do?	ideas, effective readers analyze and evaluate content,	Analyze how and why individuals, events and ideas develop and interact over the course of a text.	interact and collaborate with others. W.11-12.10	interrelated. Students will be able to analyze the impact of	- Interview	professional audience and present it to peers and/or	appropriate representatio nal media to communicate
	How clear am I about what I just read?	reasoning, and claims in diverse formats.	NJSLSA.R4 Interpret words and phrases as they are used in a text,	Write routinely over extended time frames (time for research, reflection, and revision)	any author's choices in presenting elements of a story or drama.	-Prewriting -Outlining - College	professionals in that related area for review	concepts and project design.
	Author's choice" Why	Effective readers use a variety of	including determining technical, connotative, and	and shorter time frames (a single sitting or a day or	Students will be able to determine how an	essay rough draft	8.1.12.A.3	6.1.12.D.5.d Relate

does it matter?	strategies to make sense of the ideas and details	figurative meanings, and analyze how specific word choices shape meaning or	two) for a range of tasks, purposes, and audiences.	author chose to structure specific parts of a text.	Summative: 3CP CA7: *	Collaborate in online courses, learning	varying immigrants' experiences
	presented in text.	tone.	RL.11-12X.1:		Critical	communities,	to gender,
What makes			Cite strong and thorough	Students will be able to	reading of a	social networks or	race,
a story a	Effective writers	NJSLSA.R5	textual evidence and make	analyze specific parts	cold-read	virtual worlds to	ethnicity, or
"great" story?	use a variety of	Analyze the structure of texts,	relevant connections to	of a text and explain	piece	discuss a	occupation
	formats to	including how specific	support analysis of what	how the individual	(multiple	resolution to a	
Whose story	communicate	sentences, paragraphs, and	the text says explicitly as	parts fit into the overall	choice)	problem or issue.	
is it, and why	ideas appropriate	larger portions of text (e.g.a	well as inferences drawn	structure.			
does it	for the audience,	section, chapter, scene, or	from the text, including		3CP CA8: *		
matter?	task, and time	stanza) relate to each other and	determining where the text	Students will be able to	Critical	8.1.12.B.2	
	frame.	the whole.	leaves matters uncertain.	analyze how an	reading of a	Apply previous	
How does				author's choice of	cold-read	content knowledge	
creative	Effective research	NJSLSA.R6	RL.11-12.3:	structuring specific	piece	by creating and	
choice impact	presents an answer	Assess how point of view or	Analyze the impact of the	parts of a text affects	(multiple	piloting a digital	
an audience?	to a question and	purpose shapes the content and	author's choices regarding	the overall meaning.	choice on final	learning game or	
	demonstrates	style of a text.	how to develop and relate		exam)	tutorial.	
What do	understanding of		elements of a story or	Students will be able to	- Literature		
good writers	the inquiry.	NJSLSA.R7	drama (e.g., where a story	identify various	quizzes/tests	011201	
do?		Integrate and evaluate content	is set, how the action is	foundational works of	- Literary	8.1.12.C.1	
	Comprehension is	presented in diverse media and	ordered, how the	American literature	terms test	Develop an	
What is my	enhanced through	formats, including visually and	characters are introduced	from different time	- Interview	innovative solution	
purpose and	a collaborative	quantitatively, as well as in	and developed).	periods.	presentation	to a real world	
how do I	process of sharing	words.			- College	problem or issue in	
develop it?	and evaluating		RL.11-12.5:	Students will be able to	application	collaboration with	
	ideas.	NJSLSA.R8	Analyze how an author's	analyze how authors of	essay	peers and experts,	
What do		Delineate and evaluate the	choices concerning how to	two or more texts from		and present ideas	
good	Presentation of	argument and specific claims	structure specific parts of a			for feedback	
researchers	knowledge and	in a text, including the validity	text (e.g., the choice to	treat similar themes or		through social	
do?	ideas is enhanced	of the reasoning as well as the	provide a comedic or	topics.		media or in an	
	through	relevance and sufficiency of	tragic resolution)			online community.	
Making	appropriate	the evidence.	contribute to its overall	Students will be able to			
meaning	organization and		structure and meaning as	analyze how the point			
from a	style for the	NJSLSA.R9	well as its aesthetic	of view of an author		8.1.12.D.1	
variety of	audience via the	Analyze and reflect on how	impact.	impacts his/her		Demonstrate	
sources:	use of visual	two or more texts address		approach to a theme or		appropriate	
What will	displays,	similar themes or topics in	RL.11-12.7:	topic found in a		application of	
help?	technology, and	order to build knowledge or to	Analyze multiple	particular time period.		copyright, fair use	
	the appropriate	compare the approaches the	interpretations of a story,			15 0 .,	

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What makes collaboration meaningful?	use of language. Effective communication of	authors take. NJSLSA.R10 Read and comprehend	drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry),	Students will be able to determine reading strategies that will help with comprehension of	С	nd/or Creative ommons to an riginal work.	
What makes a presentation "great"? Communicati ng clearly: What does it take? When a word doesn't make	ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective readers, writers, and listeners use	complex literary and informational texts independently and proficiently with scaffolding as needed. NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse	 Revoluced in over on poenty), evaluating how each version interprets the source text (e.g., Shakespeare and other authors). RL.11-12.9: Demonstrate knowledge and reflect on (e.g. practical knowledge, historical/cultural context, 	difficult texts. Students will be able to determine two or more central ideas of a text. Students will be able to determine how two or more central ideas of a text interact and build on one another to	A ca lin cu er te re as po	1.12.D.5 nalyze the apabilities and mitations of urrent and merging echnology esources and ssess their otential to	
sense, what can I do? What are the reasons cultures and individuals	knowledge of language to make appropriate choices when presenting information and to clarify meaning	partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2 Integrate and evaluate information presented in	historical/cultural context, and background knowledge) 18th, 19th and 20th century foundational works of literature, including how two or more texts from the same	develop a text with complex meaning. Students will be able to compose an objective summary stating the key points of the text	sc le ca	ddress personal, ocial, lifelong earning, and areer needs.	
create narratives of their experiences? What	when reading or listening. Effective readers and writers use knowledge of the	diverse media and formats, including visually, quantitatively and orally. NJSLSA.SL3 Evaluate a speaker's point of	period treat similar themes or topics. RL.11-12.10: By the end of grade 11, read and comprehend	without adding personal opinions or feelings. Students will be able to analyze how specific	Pr st re by sy	roduce a position atement about a eal world problem y developing a ystematic plan of investigation with	
strategies can be used to make writing come alive for a reader?	context of	view, reasoning and use of evidence and rhetoric. NJSLSA.SL4 Present information, findings, and supporting evidence such	literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	within a complex set of ideas or sequence of events.	pe sy in	vestigation with eers and experts ynthesizing iformation from nultiple sources.	
What makes writing worth reading and why should we do it?		that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.	RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.), to	Students will be able to distinguish between literal language and figurative language. Students will be able to	Ev sti lin	1.12.F.1 valuate the rengths and mitations of merging	

		English III CP		
How does what you read influence how you should read it?	NJSLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.	support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	analyze how a key term or terms are used and refined over the course of a text. Students will be able to determine an author's	technologies and their impact on educational, career, personal and or social needs.
How does an author create meaning in a text and what makes meaning valid? How can reading and writing be used to solve societal	 NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. NJSLSA.L2 	 RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, 	 point of view and explain his/her purpose for writing the text. Students will be able to define rhetoric. Students will be able to identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or 	6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
problems?	 NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 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 and listening. NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and 	are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 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.	purpose. Students will be able to analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text. Students will be able to identify the premises, purposes, and arguments found in works of public advocacy. Students will be able to delineate and evaluate the premises, purposes,	6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

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 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.	 RI.11-12.8: Describe and evaluate the reasoning in seminal US and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., <i>The Federalists</i>, presidential addresses). RI.11-12.9: Analyze and reflect on (e.g. practical knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to US and/or global history. RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. W.11-12.1.: 	and arguments found in works of public advocacy. Students will be able to analyze how different foundational U.S. documents utilize rhetorical features and themes. Students will be able to define common organization structures and determine the structure that will organize complex ideas so that each new element builds on what precedes it. Students will be able to analyze the information, identify domain-specific vocabulary for the topic and organize information into broader categories using a chosen structure. Students will be able to choose several sources and synthesize information to answer a research inquiry. Students will be able to create an interview	HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible
	W.11-12.1.: A. Introduce precise,	create an interview project to demonstrate	social, cultural, and environmental

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	knowledgeable claim(s),	understanding of the	impacts.
	establish the significance	American Dream.	
	of the claim(s), distinguish		
	the claim(s) from alternate	Students will be able to	
	or opposing claims, and	write and speak to	
	create an organization that	inform.	
	logically sequences		
	claim(s), counterclaims,	Students will be able to	
	reasons, and evidence.	research material to be	
	B. Develop claim(s) and	discussed and	
	counterclaims avoiding	determine key points	
	common logical fallacies	and/or central ideas.	
	and using sound reasoning		
	and thoroughly, supplying	Students will be able to	
	the most relevant evidence	participate in a	
	for each while pointing out		
	the strengths and	questions that connect	
	limitations of both in a	the ideas of several	
	manner that anticipates the	speakers, responding to	
	audience's knowledge	questions, and	
	level, concerns, values,	elaborating on an idea	
	and possible biases.	to ensure a full range of	
	C. Use transitions (e.g.	positions on a topic or	
	words, phrases, clauses) to	issue.	
	link the major sections of		
	the text, create cohesion,	Students will be able to	
	and clarify the	propel conversations by	
	relationships between	clarifying, verifying, or	
	claim(s) and reasons,	challenging ideas and	
	between reasons and	conclusions to promote	
	evidence, and between	divergent and creative	
	claim(s) and	perspectives.	
	counterclaims.		
	D. Establish and maintain	Students will be able to	
	a style and tone	come prepared with	
	appropriate to the audience	key points and textual	
	and purpose (e.g. formal	evidence to contribute	
	and objective for academic	to a discussion and	
	writing) while attending to	stimulate a thoughtful	
	the norms and conventions	well-reasoned	

of the discipline in which	exchange of ideas.	
they are writing.		
E. Provide a concluding	Students will be able to	
paragraph or section that	define point of view as	
supports the argument	how a speaker feels	
presented (e.g.,	about a situation/topic	
articulating implications or		
the significance of the		
topic).	Students will be able to	
	assess the stance,	
W.11-12.2:	premises, links among	
A. Introduce a topic;	ideas, word choice,	
organize complex ideas,	points of emphasis, and	
concepts, and information	tone used by the	
so that each new element	speaker.	
builds on that which		
precedes it to create a	Students will be able to	
unified whole; include	present information,	
formatting (e.g.,	findings, and/or	
headings), graphics (e.g.,	supporting evidence	
figures, tables), and	clearly, concisely, and	
multimedia when useful to		
aiding comprehension.	clear and distinct	
B. Develop the topic	purpose.	
thoroughly by selecting		
the most significant and	Students will be able to	
relevant facts, extended	prepare a presentation	
definitions, concrete	with organization,	
details, quotations, or	development,	
other information and	substance, and style	
examples appropriate to	that are appropriate to	
the audience's knowledge	purpose, task, and	
of the topic.	audience.	
C. Use appropriate and		
varied transitions and	Students will be able to	
syntax to link the major	integrate appropriate	
sections of the text, create	digital media in a	
cohesion, and clarify the	strategic manner to	
relationships among	improve my	
complex ideas and	presentation.	
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concepts.D. Use precise language, domain-specificStudents will be able to identify various reasons	
D. Use precise language, Students will be able to	i
domain-specific identify various reasons	
vocabulary, and for speaking.	
techniques such as	
metaphor, simile, and Students will be able to	
analogy to manage the recognize that certain	
complexity of the topic. standard English usage	
E. Establish and maintain can be contested, and	
a style and tone individuals can dispute	
appropriate to the audience what is correct/proper.	
and purpose (e.g. formal	
and purpose (e.g. format and objective for academic Students will be able to	
the norms and conventions conventions of	
of the discipline in which punctuation and	
they are writing. mechanics of standard	
F. Provide a concluding English to	
paragraph or section that speaking/writing.	
supports the argument	
presented (e.g., Students will be able to	
articulating implications or infer the meaning of	
the significance of the unknown words using	
topic). context clues.	
W.11-12.7: Conduct short Students will be able to	
as well as more sustained recognize and define	
research projects to answer common affixes and	
a question (including a roots.	
self-generated question) or	
solve a problem; narrow or Students will be able to	
broaden the inquiry when interpret figures of	
appropriate; synthesize speech and analyze	
multiple sources on the their overall role in the	
subject, demonstrating text.	
understanding of the	
subject under Students will be able to	
investigation. Investigation	
words and phrases that	
Words and phrases that W.11-12.10: Write have similar	

Image: Second

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	tone used.	
	SL.11-12.4: Present information, findings, and supporting evidence clearly, concisely and logically. The content, organization, and development, and style are appropriate to task, purpose and audience.	
	SL.11-12.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
	SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
	L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
	L.11-12.2: Demonstrate command of the conventions of standard English capitalization,	

punctuation, and spelling when writing.
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
flexibility from a range of strategies.
L.11-12.5: A. Interpret figures of speech (e.g., hyperbole, paradox) in
context and analyze their role in the text. B. Analyze nuances in the
meaning of words with similar denotations.
L.11-12.6: Acquire and use accurately 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.