Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standards (NJSLSA)	Progress Indicators	Learning Targets	Formative and Summative *required	Inter- disciplinary Connections	21 <sup>st</sup> Century Connections
------------------------------	------------------------	----------------------------	------------------------------	---------------------	------------------	---	---------------------------------------	---

TT */ T	33.71 / 1	337 '' 1 11	NITCE CA VII.O	XX 11 10 0	C 1 1 C	211 6 41 4	0.1.10.1.2	0.2.12.1.0.5
Unit I:	What do	Writing should	NJSLSA.W.3	W.11-12.3:	Students can define	3H CA1: *	8.1.12.A.3	9.3.12.AC-D
ъ .	good writers	be purposely	Write narratives to	A. Engage and orient the reader	narrative and describe	Summer	Collaborate in	ES.2 Use
Exploring	do?	focused,	develop real or	by setting out a problem, situation, or observation and its	basic parts of a plot.	Reading	online courses,	effective
Gender	Wilest's and	detailed,	imagined		Students will be able	Assessment	learning	communication skills and
(01)	What's my	organized, and	experiences or events	significance, establishing one or		3H CA2: *	communities,	
(9 weeks)	purpose and	sequenced in a	using effective	more multiple point(s) of view,	to engage the reader		social networks	strategies
	how do I	way that	technique, well-chosen details,	and introducing a narrator and/or characters; create a	by introducing one or more points of view,	Summative narrative	or virtual worlds	(listening,
	develop it?	clearly	and well-structured	· · · · · · · · · · · · · · · · · · ·	the narrator and a		to discuss a	speaking,
	Writing	communicates the ideas to the		smooth progression of experiences and/or characters.	problem, situation or	writing prompt	resolution to a	reading, writing and
	clearly:	reader.	event sequences.	B. Use narrative techniques,	observation and its	Diagnostic:	problem or	graphic
	What makes	reader.	NJSLSA.W4	such as dialogue, pacing,	significance.	- Term	issue.	communicatio
	a	Producing	Produce clear and	description, reflection, and	significance.	Identification *		ns) to work
	difference?	clear ideas as a	coherent writing in	multiple plot lines, to develop	Students can use	- Class		with clients
	difference?	writer involves	which the	experiences, events and/or	narrative techniques	Discussion *	8.1.12.C.1	and
	Final	selecting	development,	characters	to develop	Discussion	Develop an	colleagues.
	product:	appropriate	organization, and	C. Use a variety of techniques	experiences, events,	Formative:	innovative	concagues.
	What does it	style and	style are appropriate	to sequence events so that they	and/or characters.	- Close-reading	solution to a	9.3.12.AC-D
	take?	structure for an	to task, purpose and	build on one another to create a	and/or characters.	- Group	real world	ES.7 Employ
	take:	audience and is	audience.	coherent whole and build	Students can employ	discussions*	problem or issue	appropriate
	Why write?	strengthened	addience.	toward a particular tone and	vivid language.	- Worksheets	in collaboration	representation
	wing write:	through	NJSLSA.W5	outcome (e.g., a sense of	vivia ianguage.	- Web-research	with peers and	al media to
	Why do the	revision and	Develop and	mystery, suspense, growth, or	Students can	- Tests and	experts, and	communicate
	rules of	technology.	strengthen writing as	resolution).	sequence events and	Quizzes	present ideas for	concepts and
	language		needed by planning,	D. Use precise words and	signal changes w/	- Open-ended	feedback	project
	matter?	Effective	revising, editing,	phrases, telling details, and	coherent transitions	responses *	through social	design.
		writers use a	rewriting or trying a	sensory language to convey a	and structure.	-	media or in an	
	Communica	variety of	new approach.	vivid picture of the experiences,		Self-evaluation	online	
	ting clearly:	formats to	11	events, setting, and.or	Students can create a	*	community.	
	What does it	communicate	NJSLSA.W6 Use	characters.	concise whole and	- Collaborative		
	take?	ideas	technology,	E. Provide a conclusion that	build toward a	learning groups	0.4.45.71	
		appropriate for	including the	follows from and reflects on	particular tone and	- Analysis of	8.1.12.D.1	
	How does	audience, task	Internet, to produce	what is experienced, observed,	outcome.	informational	Demonstrate	
	situation	and time	and publish writing	or resolved over the course of		text *	appropriate	
	affect	frame.	and to interact and	the narrative.	Students will be able	- Peer reading	application of	
	meaning?		collaborate with		to write a logical	and editing*	copyright, fair	
		Producing	others.	W.11-12.4: Produce clear and	conclusion that	- All stages of	use and/or	
	How does	clear ideas as a		coherent writing in which the	reflects on the	the writing	Creative	
								2 of 32
								2 01 32

author's	writer involves	NJSLSA. W10	development, organization, and	experience/events	process*	Commons to an
choice	selecting	Write routinely over	style are appropriate to task,	and provides a sense	- Drafting	original work.
impact an	appropriate	extended time frames	purpose, and audience.	of closure.	Essay*	
audience?	style and	(time for research,	ro-ross, man management			8.1.12.D.5
	structure for an	reflection, and	<b>W.11-12.5:</b> Develop and	Students can use	Summative:	Analyze the
What makes	audience and is	revision) and shorter	strengthen writing as needed by	prewriting strategies	- Close	capabilities and
a story	strengthened	time frames (a single	planning, revising, editing,	to formulate ideas.	-reading*	limitations of
effective for	through	sitting or a day or	rewriting, or trying a new	to formatate facus.	- Web-research	current and
its purpose?	revision and	two) for a range of	approach, or consulting a style	Students can edit	- Tests and	emerging
ns purpose.	technology.	tasks, purposes, and	manual (such as MLA or APA	writing for	Quizzes	technology
What do I	teemology.	audiences.	style), focusing on addressing	mechanical errors.	- Collaborative	resources and
do when a	Effective	dudioneos.	what is most significant for a	meenamear circis.	learning groups	assess their
word	readers,	NJSLA.R1	specific purpose and audience.	Students will be able	- Reflective	potential to
doesn't	writers, and	Read closely to	specific purpose una addresse.	to determine if	Essay*	address
make sense?	listeners use	determine what the	<b>W.11-12.9:</b> Draw evidence	purpose and audience	Listay	personal, social,
inano sense:	knowledge of	text says explicitly	from literary or informational	have been fully		lifelong
What makes	language to	and to make logical	texts to support analysis,	addressed and revise		learning, and
collaboratio	make	inferences and	reflection, and research.	if necessary.		career needs.
n	appropriate	relevant connections	,			8.1.12.E.1
meaningful?		from it; cite specific	W.11-12.10: Write routinely	Students will be able		
		textual evidence				
What makes	information	when writing or	shorter time frames for a range	3		1
a	and to clarify		of tasks, purposes, and	task, purpose, and		
presentation	meaning when	conclusions drawn	audiences.	audience.		
great?	reading or	from the text.				1
	listening.		<b>L.11.12.1:</b> Apply the	Students can use		
"What I		NJSLSA.R2	understanding that usage is a	organizational/		
say" versus	Effective	Determine central	matter of convention, can	formatting structure		
"How I say	readers and	ideas or themes of a	change over time, and is	to develop writing		-
it," does it	writers use	text and analyze their	sometimes contested.	ideas.		
really	knowledge of	development;				
matter?	structure and	summarize the key		Students can		
	context to	supporting details	hyphenation conventions.	compose a clear and		*
What do	acquire,	and ideas.	B. Spell correctly	logical piece of		sources.
good	clarify, and use					8.1.12.F.1
readers do?	vocabulary.					Evaluate the
		3	, 11 5	_		
Am I clear	Comprehensio	why individuals,	of syntax to the study of	specific writing style.		- C
a presentation great?  "What I say" versus "How I say it," does it really matter?  What do	choices when presenting information and to clarify meaning when reading or listening.  Effective readers and writers use knowledge of structure and context to acquire,	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	audiences.  L.11.12.1: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.  L.11-12.2: A. Observe hyphenation conventions.	audience.  Students can use organizational/ formatting structure to develop writing ideas.  Students can compose a clear and		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.

about what I	n is enhanced	events and ideas	complex texts.		emerging
just read?	through a	develop and interact	L.11-12.4: A. Use context (e.g.,	Students can employ	technologies
How do I	collaborative	over the course of a	the overall meaning of a	prewriting strategies.	and their impact
know?	process of	text.	sentence, paragraph, or text; a	prewriting strategies.	on educational,
KIIOW !	1	text.	word's position or function in a	Students con analy	
XX7141	sharing and	NICI CA DA		Students can apply	career, personal
What makes	evaluating	NJSLSA.R4	sentence) as a clue to the	revision strategies	and or social
a great	ideas.	Interpret words and	meaning of a word or phrase.	and editing	needs.
story?	F-00 .:	phrases as they are	B. Identify and correctly use	techniques through	6.1.12.A.1.b
	Effective	used in a text,	patterns of word changes that	multiple drafts to	A 1 1
In what way	readers use a	including	indicate different meanings or	strengthen writing.	Analyze how
does	variety of	determining	parts of speech (e.g., conceive,		gender, property
creative	strategies to	technical,	conception, conceivable).	Students can analyze	ownership,
choice	make sense of	connotative, and	C. Consult general and	one's own writing to	religion, and
impact an	key ideas and	figurative meanings,	specialized reference materials	determine clarity of	legal status
audience?	details	and analyze how	(e.g., dictionaries, glossaries,	purpose and	affected
	presented in	specific word	thesauruses), both print and	audience.	political rights.
Whose story	text.	choices shape	digital, to find the pronunciation		6.1.12.A.6.b
is it, and		meaning or tone.	of a word or determine or	Students will be able	
why does it	Analyze texts		clarify its precise meaning, its	to determine a	Evaluate the
matter?	for structure,	NJSLSA.R5	part of speech, its etymology, or	writing format/style	ways in which
	purpose, and	Analyze the structure	its standard usage.	to fit the task, and/or	women
What are	viewpoint	of texts, including	D. Verify the preliminary	audience.	organized to
the reasons	Allows an	how specific	determination of the meaning of		promote
cultures and	effective	sentences,	a word or phrase (e.g., by	Students can	government
individuals	reader to gain	paragraphs, and	checking the inferred meaning	recognize different	policies (i.e.,
create	insight and	larger portions of	in context or in a dictionary).	writing task require	abolition,
narratives of	strengthen	text (e.g. a section,		varied time frames.	women's
their	understanding.	chapter, scene, or	L.11-12.5: A. Interpret figures		suffrage, and
experiences		stanza) relate to each	of speech (e.g., hyperbole,	Students can	the temperance
?	To gain keener	other and the whole.	paradox) in context and analyze	understand writing	movement)
	insight into the		their role in the text.	exists for a variety of	designed to
What	integration of	NJSLSA.R6	B. Analyze nuances in the	reasons.	address
strategies	knowledge and	Assess how point of	meaning of words with similar		injustice,
can be used	ideas, effective	view or purpose	denotations.	Students will be able	inequality,
to make	readers analyze	shapes the content		to recognize the	workplace
writing	and evaluate	and style of a text.	L.11-12.6: Acquire and use	conventions of	safety, and
come alive	content,		accurately a range of general	Standard English can	immorality.
for a reader?	reasoning, and	NJSLSA.R7	academic and domain-specific	change over time and	
,	5 5 5, 44		by the second second	6	

		claims in	Integrate and	words and phrases sufficient for	can be	6.1.12.B.2.a
Wha	nat makes	diverse	evaluate content	reading, writing, speaking, and	disputed/contested.	A malaura haur
writ	iting	formats.	presented in diverse	listening at the college and		Analyze how the United
wor	rth		media and formats,	career readiness level;	Students can consult	States has
read	ding and		including visually	demonstrate independence in	reference materials to	
why	y should		and quantitatively, as	gathering vocabulary	resolve issues of	attempted to account for
we d	do it?		well as in words.	knowledge when encountering	complex or contested	
				an unknown term important to	usage.	regional differences
Hov	w does		NJSLSA.R8	comprehension or expression.		while also
wha	at you		Delineate and	-	Students will be able	
read	d		evaluate the	<b>SL.11-12.1:</b> A. Come to	to follow the standard	striving to
influ	luence		argument and	discussions prepared, having	rules of punctuation,	create an American
how	w you		specific claims in a	read and researched material	capitalization and	identity.
shou	ould read		text, including the	under study; explicitly draw on	spelling.	
it?			validity of the	that preparation by referring to		6.1.12.D.2.b
			reasoning as well as	evidence from texts and other	Students can identify	Explain why
Hov	w does		the relevance and	research on the topic or issue to	how language	American ideals
an a	author		sufficiency of the	stimulate a thoughtful, well	functions in different	put forth in the
crea	ate		evidence.	reasoned exchange of ideas.	contexts.	Constitution
mea	aning in			B. Collaborate with peers to		(i.e., due
a tex	ext and		NJSLSA.R9	promote civil, democratic	Students will be able	process, rule of
wha	at makes		Analyze and reflect	discussions and	to analyze the context	law, and
mea	aning		on how two or more	decision-making, set clear goals	of various texts and	individual
valie	id?		texts address similar	and assessments (e.g. student	determine how	rights) have
			themes or topics in	developed rubrics), and	diction affects	been denied to
Hov	w can we		order to build	establish individual roles as	meaning, style and	different groups
use			knowledge or to	needed.	comprehension.	of people
	owledge		compare the	C. Propel conversations by		throughout time.
of th			approaches the	posing and responding to	Students can explain	
stru	acture of		authors take.	questions that probe reasoning	and identify syntax	6.1.12.D.3.e
	guage to			and evidence; ensure a hearing	and employ a variety	Determine the
	ite more		NJSLSA.R10	for a full range of positions on a	of structures.	impact of
effe	ectively?		Read and	topic or issue; clarify, verify, or		religious and
			comprehend	challenge ideas and	Students will increase	social
	w can		complex literary and	conclusions; and promote	vocabulary	movements on
	ding and		informational texts	divergent and creative	knowledge.	the development
	iting be		independently and	perspectives.		of American
used	ed to		proficiently with	D. Respond thoughtfully to	Students can define,	culture,

			1		,
	solve	scaffolding as	diverse perspectives; synthesize	identify and interpret	literature, and
	societal	needed.	comments, claims, and evidence	figurative language.	art.
	problems?		made on all sides of an issue;		6.1.12.D.5.d
		NJSLSA.SL1	resolve contradictions when	Students will be able	
		Prepare for and	possible; and determine what	to recognize word	Relate varying
		participate	additional information or	relationships to	immigrants'
		effectively in a range	research is required to deepen	further understand	experiences to
		of conversations and	the investigation or complete	multiple-words.	gender, race,
		collaborations with	the task.		ethnicity, or
		diverse partners,		Students will be able	occupation.
		building on others'	SL.11-12.5: Make strategic use	to recognize the	6.1.12.A.8.c
		ideas and expressing	of digital media in presentations	difference between	
		their own clearly and	to enhance understanding of	denotative and	Relate social
		persuasively.	findings, reasoning, and	connotative meaning	intolerance,
			evidence and to add interest.	and how words with	xenophobia, and
		NJSLSA.SL2		similar denotations	fear of
		Integrate and	RL11-12.1:	can carry different	anarchists to
		evaluate information	Cite strong and thorough textual	nuances.	government
		presented in diverse	evidence and make relevant		policies
		media and formats,	connections to support analysis	Students will be able	restricting
		including visually,	of what the text says explicitly	to identify various	immigration,
		quantitatively and	as well as inferences drawn	reasons for speaking.	advocacy, and
		orally.	from the text, including		labor
		_	determining where the text	Students will be able	organizations.
		NJSLSA.SL3	leaves matters uncertain.	to define textual	6.1.12.C.8.b
		Evaluate a speaker's		evidence, inference	
		point of view,	RL.11-12.2: Determine two or	and explain how a	Relate social,
		reasoning and use of	more central ideas or themes of	reader uses textual	cultural, and
		evidence and	a text and analyze their	evidence to reach a	technological
		rhetoric.	development over the course of	logical conclusion.	changes in the
			the text, including how they	_	interwar period
		NJSLSA.SL4	interact and build on one	Students will be able	to the rise of a
		Present information,	another to produce a complex	to read closely to	consumer
		findings, and	account; provide an objective	analyze explicit and	economy and
		supporting evidence	summary of the text.	implicit information	the changing
		such that listeners		from the text.	role and status
		can follow the line of	RL11-12.3: Analyze how and		of women.
		reasoning and the	why individuals, events, and	Students will be able	
ı		_			ı

	English III Honors		
organization,	ideas develop and interact over	to define themes	6.1.12.D.11.c
development, and	the course of a text.	through plot analysis.	Explain why
style are appropriate			minority groups
to task, purpose and	RL.11-12.4: Determine the	Students will be able	often expressed
audience.	meaning of words and phrases	to analyze how	a strong sense
	as they are used in the text,	multiple themes build	of nationalism
NJSLSA.SL5	including figurative and	on one another.	despite the
Make strategic use of			discrimination
digital media and	the impact of specific word	Students will be able	they
visuals displays of	choices on meaning and tone,	to identify key	experienced in
data to express	including words with multiple	elements of the story	the military and
information and	meanings or language that is	and genre, their	workforce.
enhance	particularly fresh, engaging, or	interrelationships and	
understanding of	beautiful (e.g., Shakespeare as	the impact of the	6.1.12.A.13.b
presentations.	well as other authors).	author's choices on	Analyze the
		the work as a whole.	effectiveness of
NJSLSA.SL6	RL.11-12.5: Analyze how an		national
Adapt speech to a	author's choices concerning	Students will be able	legislation,
variety of contexts	how to structure specific parts	to define, identify and	policies, and
and communicative	of a text (e.g., the choice of	distinguish figurative	Supreme Court
tasks, demonstrating	where to begin or end a story,	language, literal	decisions (i.e.,
command of formal	the choice to provide a comedic	language, denotative	the Civil Rights
English when	or tragic resolution) contribute	meanings and	Act, the Voting
indicated or	to its overall structure and	connotative	Rights Act, the
appropriate.	meaning as well as its aesthetic	meanings.	Equal Rights
NICL CALL	impact.	0, 1, , 311, 11	Amendment,
NJSLSA.L1	DI 11 12 0 D	Students will be able	Title VII, Title
Demonstrate	RL.11-12.9: Demonstrate	to determine and	IX, Affirmative
command of the	knowledge of and reflect on	analyze an author's choice for structure	Action, Brown
conventions of	(e.g. practical knowledge, historical/cultural context, and	and the effect his/her	v. Board of
standard English			Education, and
grammar and usage when writing or	background knowledge) 18th, 19th and 20th century	choices has on the work as a whole.	Roe v. Wade) in
	foundational works of literature,	work as a whole.	promoting civil
speaking.	including how two or more texts	Students will be able	liberties and
NJSLSA.L2	from the same period treat	to identify	equal
NJSLSA.L2 Demonstrate	similar themes or topics.	foundational works of	opportunities.
	Similar memes or topics.	literature from	
command of the		merature from	

		T	
conventions of	RI.11.12.3: Analyze a complex	different time	6.1.12.D.13.f
standard English	set of ideas of sequence of	periods.	Relate the
capitalization,	events and explain how specific		changing role of
punctuation, and	individuals, ideas, or events	Students will be able	women in the
spelling when	interact over the course of the	to identify two or	labor force to
writing.	text.	more texts from the	changes in
		same time period that	family structure.
NJSLSA.L3	RI.11-12.5: Analyze and	contain similar	
Apply knowledge of	evaluate the effectiveness of	themes or topics.	6.1.12.D.14.d
language to	structure an author uses in his or		Evaluate the
understand how	her exposition or argument,	Students will be able	extent to which
language functions in	including whether the structure	to analyze how the	women,
different contexts, to	makes points clear, convincing	point of view of an	minorities,
make effective	and engaging.	author impacts	individuals with
choices for meaning		his/her approach to a	gender
or style, and to		theme or topic found	preferences, and
comprehend more		in a particular time	individuals with
fully when reading		period.	disabilities have
and listening.			met their goals
_		Students will be able	of equality in
NJSLSA.L4		to determine reading	the workplace,
Determine or clarify		strategies that will aid	politics, and
the meaning of		in comprehension of	society.
unknown and		difficult texts.	
multiple-meaning			HS-ETS1-1
words and phrases		Students will be able	Analyze a major
by using context		to analyze how	global challenge
clues, analyzing		specific ideas interact	to specify
meaningful word		and develop within a	qualitative and
parts, and consulting		complex set of ideas	quantitative
general and		or sequence of	criteria and
specialized reference		events.	constraints for
materials, as			solutions that
appropriate.		Students will be able	account for
1. 1		to determine if an	societal needs
NJSLSA.L5		author's structure is	and wants.
Demonstrate		effective.	and wants.
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.		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.
--	---	--	---

			I	I	I	T	T	ı
Unit II:	What do	Producing	NJSLSA.W2	<b>W.11-12.1:</b> A. Introduce	Students will be able	3H CA3: *	8.1.12.A.3	9.3.12.AC-D
	good writers	clear ideas as a	Write informative	precise, knowledgeable	to employ vivid	Research skills	Collaborate in	ES.2 Use
Emergence	do?	writer involves	/explanatory texts to	claim(s), establish the	language.	and	online courses,	effective
of		selecting	examine and convey	significance of the claim(s),		methodology	learning	communicatio
Freedom:	What's my	appropriate	complex ideas and	distinguish the claim(s) from	Students will be able	(multiple choice	communities,	n skills and
Before and	purpose and	style and	information clearly	alternate or opposing claims,	to sequence events	or annotated	social networks	strategies
After	how do I	structure for an	and accurately	and create an organization that	and signal changes	bibliography)	or virtual worlds	(listening,
	develop it?	audience and is	through the effective	logically sequence claim(s)	with coherent		to discuss a	speaking,
(9 weeks)		strengthened	selection,	counterclaims, reasons, and	transitions and	3H CA4: *	resolution to a	reading,
	Writing	through	organization, and	evidence.	structure.	Midterm	problem or	writing and
	clearly:	revision and	analysis of content.	B. Develop claim(s) and		examination	issue.	graphic
	What makes	technology.		counterclaims avoiding	Students will be able		8.1.12.C.1	communicatio
	a		NJSLSA.W4	common logical fallacies and	to create a concise	Diagnostic:		ns) to work
	difference?	Effective	Produce clear and	using sound reasoning and	whole and build	-Class	Develop an	with clients
		writers use a	coherent writing in	thoroughly, supplying the most	toward a particular	Discussion *	innovative	and
	Final	variety of	which the	relevant evidence for each while	tone and outcome.	- Thesis	solution to a	colleagues.
	product:	formats to	development,	pointing out the strengths and		identification	real world	
	What does it	communicate	organization, and	limitations of both in a manner	Students will be able	exercise	problem or issue	9.3.12.AC-D
	take?	ideas	style are appropriate	that anticipates the audience's	to write a logical		in collaboration	ES.7 Employ
		appropriate for	to task, purpose and	knowledge level, concerns,	conclusion that	Formative:	with peers and	appropriate
	Why write?	the audience,	audience.	values, and possible biases.	reflects on the	-Close-reading	experts, and	representation
		task, and time		C. Use transitions (e.g. words,	experience/events	- Group	present ideas for	al media to
	Why do the	frame.	NJSLSA.W5	phrases, clauses) to link the	and provides a sense	discussions*	feedback	communicate
	rules of		Develop and	major sections of the text, create	of closure.	- Literature	through social	concepts and
	language	Effective	strengthen writing as	cohesion, and clarify the		analysis graphic	media or in an	project
	matter?	communication	needed by planning,	relationships between claim(s)	Students will be able	organizer	online	design.
		of ideas when	revising, editing,	and reasons, between reasons	to use prewriting	- Web-research	community.	
	Communica	speaking or	rewriting or trying a	and evidence, and between	strategies to	- Tests and	8.1.12.D.1	
	ting clearly:	writing relies	new approach.	claim(s) and counterclaims.	formulate ideas.	Quizzes		
	What does it	on the		D. Establish and maintain a		- Open-ended	Demonstrate	
	take?	appropriate use	NJSLSA.W6 Use	style and tone appropriate to the	Students will be able	responses *	appropriate	
		of the	technology,	audience and purpose (e.g.	to recognize that a	-	application of	
	How does	conventions of	including the	formal and objective for	well-developed piece	Self-evaluation	copyright, fair	
	situation	language.	Internet, to produce	academic writing) while	of writing requires	*	use and/or	
	affect		and publish writing	attending to the norms and	more than one draft.	- Collaborative	Creative	
	meaning?	Effective	and to interact and	conventions of the discipline in		learning groups	Commons to an	
		readers,	collaborate with	which they are writing.	Students will be able	- Analysis of	original work.	
	How does	writers, and	others.	E. Provide a concluding	to edit writing for	informational		
								10 of 32
								10 01 32

П	author's	listeners use		paragraph or section that	mechanical errors.	text *	8.1.12.D.5	
	choice	knowledge of	NJSLSA.R7	supports the argument presented	modiumoui offors.	- Peer reading		
	impact an	language to	Integrate and	(e.g., articulating implications	Students will be able	and editing*	Analyze the	
	audience?	make	evaluate content	or the significance of the topic).	to determine if	- All stages of	capabilities and	
	www.	appropriate	presented in diverse	or the significance of the topic).	purpose and audience	the writing	limitations of	
	What do I	choices when	media and formats,	W.11-12.4: Produce clear and	have been fully	process*	current and	
	do when a	presenting	including visually	coherent writing in which the	addressed and revise	- Research	emerging	
	word	information	and quantitatively, as	development, organization, and	if necessary.	proposals*	technology	
	doesn't	and to clarify	well as in words.	style are appropriate to task,	J	- Annotated	resources and	
	make sense?	meaning when		purpose, and audience.	Students will be able	bibliographies*	assess their	
		reading or	NJSLSA.R8	,	to recognize if	-Research	potential to address	
	What makes	listening.	Delineate and	<b>W.11-12.5:</b> Develop and	revision and editing	rough draft*	personal, social,	
	collaboratio		evaluate the	strengthen writing as needed by	are not enough and a		lifelong	
	n	Effective	argument and	planning, revising, editing,	new approach is	<b>Summative:</b>	learning, and	
	meaningful?	readers and	specific claims in a	rewriting, or trying a new	necessary.	- Close	career needs.	
		writers use	text, including the	approach.		-reading*		
	What makes	knowledge of	validity of the		Students will be able	- Web-research	8.1.12.E.1	
	a	the structure	reasoning as well as	<b>W.11-12.9</b> : Draw evidence	to identify the writing	- Tests and	Produce a	
	presentation	and context of	the relevance and	from literary or informational	style that best fits the	Quizzes	position	
	great?	language to	sufficiency of the	texts to support analysis,	task, purpose, and	- Collaborative	statement about	
		acquire,	evidence.	reflection, and research.	audience.	learning groups	a real world	
	What I say	clarify, and					problem by	
	versus How	appropriately	NJSLSA.R9	W.11-12.10: Write routinely	Students will be able		developing a	
	I say it, does	use	Analyze and reflect	over extended time frames and	to use organizational		systematic plan	
	it really	vocabulary.	on how two or more	shorter time frames for a range	/formatting structure		of investigation	
	matter?	C 1 .	texts address similar	of tasks, purposes, and	to develop writing		with peers and	
	W71 4 . 1 -	Comprehensio	themes or topics in order to build	audiences.	ideas.		experts	
	What do	n is enhanced		I 11 13 1. Amula 4b.	Students will be able		synthesizing	
	good readers do?	through a collaborative	knowledge or to compare the	<b>L.11.12.1:</b> Apply the understanding that usage is			information	
	readers do?	process of	approaches the	matter of convention, can	to compose a clear and logical piece of		from multiple	
	Am I clear	sharing and	authors take.	change over time, and is	writing that		sources.	
	about what I	evaluating	aumois take.	sometimes contested.	demonstrates		8.1.12.F.1	
	just read?	ideas.	NJSLSA. W10	sometimes contested.	understanding of a		Evaluate the	
	How do I	ideas.	Write routinely over	L.11-12.3: Vary syntax for	specific writing style.		strengths and	
	know?	Presentation of	extended time frames	effect, apply an understanding	specific writing style.		limitations of	
		knowledge and	(time for research,	of syntax to the study of	Students will be able		emerging	
	What makes	ideas is	reflection, and	complex texts.	to employ prewriting		technologies	
	,, mat makes	14040 10	Torroction, and	complex texts.	to employ prewriting		technologies	

a great	enhanced	revision) and shorter		strategies.	and their impact
story?	through	time frames (a single	<b>L.11-12.4:</b> A. Use context (e.g.,	suategies.	on educational,
Story!	appropriate	sitting or a day or	the overall meaning of a	Students will be able	career, personal
In what way	organization	two) for a range of	sentence, paragraph, or text; a	to apply revision	and or social
does	and style for an	tasks, purposes, and	word's position or function in a	strategies and editing	needs.
creative	audience via	audiences.	sentence) as a clue to the	techniques through	
choice	the use of	audiences.	meaning of a word or phrase.	multiple drafts to	6.1.12.A.1.b
		NICLA DI		*	Analyze how
impact an audience?	visual displays, technology,	NJSLA.R1 Read closely to	B. Identify and correctly use patterns of word changes that	strengthen writing.	gender, property
audience?		2		Ctudanta will be able	ownership,
3371 4 1	and the	determine what the	indicate different meanings or	Students will be able	religion, and
What makes	appropriate use	text says explicitly	parts of speech (e.g., conceive,	to analyze one's own	legal status
a story	of language.	and to make logical	conception, conceivable).	writing to determine	affected
effective for	F-00 .:	inferences and	C. Consult general and	clarity of purpose and	
its purpose?	Effective	relevant connections	specialized reference materials	audience.	political rights.
	readers use a	from it; cite specific	(e.g., dictionaries, glossaries,		6.1.12.B.2.a
Whose story	variety of	textual evidence	thesauruses), both print and	Students will be able	Analyze how
is it, and	strategies to	when writing or	digital, to find the pronunciation	to recognize different	the United
why does it	make sense of	speaking to support	of a word or determine or	writing task require	States has
matter?	key ideas and	conclusions drawn	clarify its precise meaning, its	varied time frames to	attempted to
_	details	from the text.	part of speech, its etymology, or	complete.	account for
What	presented in		its standard usage.		
strategies	text.	NJSLSA.R2	D. Verify the preliminary	Students will be able	regional differences
can be used		Determine central	determination of the meaning of	to understand writing	
to make	Analyze texts	ideas or themes of a	a word or phrase (e.g., by	exists for a variety of	while also
writing	for structure,	text and analyze their	checking the inferred meaning	reasons.	striving to
come alive	purpose, and	development;	in context or in a dictionary).		create an
for a reader?	viewpoint	summarize the key		Students will be able	American
	allows an	supporting details	<b>L.11-12.5:</b> A. Interpret figures	to recognize the	identity.
What makes	effective	and ideas.	of speech (e.g., hyperbole,	conventions of	6.1.12.D.2.b
writing	reader to gain		paradox) in context and analyze	Standard English can	Explain why
worth	insight and	NJSLSA.R3	their role in the text.	change over time and	American ideals
reading and	strengthen	Analyze how and	B. Analyze nuances in the	can be	
why should	understanding.	why individuals,	meaning of words with similar	disputed/contested.	put forth in the
we do it?		events and ideas	denotations.		Constitution
	To gain keener	develop and interact		Students will be able	(i.e., due
How does	insight into the	over the course of a	L.11-12.6: Acquire and use	to consult reference	process, rule of
what you	integration of	text.	accurately a range of general	materials to resolve	law, and
read	knowledge and		academic and domain-specific	issues of complex or	individual
	=		_	-	rights) have

T	1	1		,		-
influence	ideas, effective	NJSLSA.R4	words and phrases sufficient for	contested usage.	been denied to	
how you	readers analyze	Interpret words and	reading, writing, speaking, and		different groups	
should read	and evaluate	phrases as they are	listening at the college and	Students will be able	of people	
it?	content,	used in a text,	career readiness level;	to follow the standard	throughout time.	
	reasoning, and	including	demonstrate independence in	rules of punctuation,	6.1.12.D.3.e	
How does	claims in	determining	gathering vocabulary	capitalization and		
an author	diverse	technical,	knowledge when encountering	spelling.	Determine the	
create	formats.	connotative, and	an unknown term important to		impact of	
meaning in		figurative meanings,	comprehension or expression.	Students will be able	religious and	
a text and		and analyze how		to identify how	social	
what makes		specific word	<b>SL.11-12.1:</b> A. Come to	language functions in	movements on	
meaning		choices shape	discussions prepared, having	different contexts.	the development	
valid?		meaning or tone.	read and researched material		of American	
			under study; explicitly draw on	Students will be able	culture,	
How can		NJSLSA.R5	that preparation by referring to	to analyze the context	literature, and	
reading and		Analyze the structure	evidence from texts and other	of various texts and	art.	
writing be		of texts, including	research on the topic or issue to	determine how	6.1.12.D.5.d	
used to		how specific	stimulate a thoughtful, well	diction affects	Dalata aramina	
solve		sentences,	reasoned exchange of ideas.	meaning, style and	Relate varying	
societal		paragraphs, and	B. Collaborate with peers to	comprehension.	immigrants'	
problems?		larger portions of	promote civil, democratic		experiences to	
		text (e.g., a section,	discussions and	Students will be able	gender, race,	
		chapter, scene, or	decision-making, set clear goals	to explain and	ethnicity, or	
		stanza) relate to each	and assessments (e.g. student	identify syntax and	occupation.	
		other and the whole.	developed rubrics), and	employ a variety of	6.1.12.D.13.a	
		NIGI GA DA	establish individual roles as	structures.	Determine the	
		NJSLSA.R6	needed.	G. 1 . 311 11	impetus for the	
		Assess how point of	C. Propel conversations by	Students will be able	Civil Rights	
		view or purpose	posing and responding to	to increase	Movement, and	
		shapes the content	questions that probe reasoning	vocabulary	explain why	
		and style of a text.	and evidence; ensure a hearing	knowledge.	national	
		NIGI GA DE	for a full range of positions on a		governmental	
		NJSLSA.R7	topic or issue; clarify, verify, or	Students will be able	actions were	
		Integrate and	challenge ideas and	to define and identify	needed to	
		evaluate content	conclusions; and promote	forms of figurative	ensure civil	
		presented in diverse	divergent and creative	language.	rights for	
		media and formats,	perspectives.		African	
		including visually	D. Respond thoughtfully to	Students will be able	Allican	

	8		
and quantita		to interpret figures of	Americans.
well as in w		speech.	6.1.12.D.13.b
	made on all sides of an issue;		
NJSLSA.R3		Students will be able	Compare and
Delineate an	1 /	to recognize word	contrast the
evaluate the	additional information or	relationships to	leadership and
argument an	1 1	further understand	ideology of
specific clair		multiple-words.	Martin Luther
text, including			King, Jr., and
validity of the		Students will be able	Malcolm X
reasoning as		to recognize the	during the Civil
the relevanc	$\mathcal{E}$	difference between	Rights
sufficiency of		denotative and	Movement, and
evidence.	support analysis of what the text	connotative meaning	evaluate their
	says explicitly as well as	and different	legacies.
NJSLSA.R9	,	nuances.	6.1.12.A.8.c
Analyze and			D-1-4
on how two		Students will be able	Relate social
texts address		to identify various	intolerance,
themes or to	•	reasons for speaking.	xenophobia, and
order to buil			fear of
knowledge o		Students will be able	anarchists to
compare the	development over the course of	to define textual	government
approaches		evidence, inference	policies
authors take		and explain how a	restricting
	another to produce a complex	reader uses textual	immigration,
NJSLSA.R	7 1	evidence to reach a	advocacy, and
Read and	summary of the text.	logical conclusion.	labor
comprehend			organizations.
complex lite		Students will be able	6.1.12.C.8.b
informationa		to read closely to	Relate social,
independent		analyze explicit and	cultural, and
proficiently		implicit information	technological
scaffolding a	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	from the text.	changes in the
needed.	how the action is ordered, how		interwar period
	the characters are introduced	Students will be able	to the rise of a
NJSLSA.SI	1 /	to define themes	consumer
Prepare for a	nd	through plot analysis.	
			economy and

	Elighsh III Hohors		
participate	RL.11-12.4: Determine the		the changing
effectively in	a range   meaning of words and phrases	Students will be able	role and status
of conversati	ons and as they are used in the text,	to analyze how	of women.
collaboration	s with including figurative and	multiple themes build	6.1.12.D.8.a
diverse partr	ers, connotative meanings; analyze	on one another.	
building on o	others' the impact of specific word		Explain why the
ideas and ex	pressing choices on meaning and tone,	Students will be able	Great Migration
their own cle	early and including words with multiple	to identify key	led to
persuasively	meanings or language that is	elements of the story	heightened
	particularly fresh, engaging, or	and genre, their	racial tensions,
NJSLSA.SL	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	interrelationships and	restrictive laws,
Integrate and	well as other authors.)	the impact of the	a rise in
evaluate info		author's choices on	repressive
presented in		the work as a whole.	organizations
media and fo			and an increase
including vis	1 1	Students will be able	in violence.
quantitativel		to define, identify and	6.1.12.D.8.b
orally.	where to begin or end a story,	distinguish figurative	
	the choice to provide a comedic		Assess the
NJSLSA.SL		language, denotative	impact of
Evaluate a sp		meanings and	artists, writers,
point of view		connotative	and musicians
reasoning an		meanings.	of the 1920s,
evidence and			including the Harlem
rhetoric.	RL.11-12.9: Demonstrate	Students will be able	Renaissance, on
	knowledge of and reflect on	to determine and	American
NJSLSA.SI	( 8 1	analyze an author's	culture and
Present infor		choice for structure	values.
findings, and		and the effect his/her	
supporting e		choices has on the	6.1.12.D.11.c
such that list	7		Explain why
can follow the			minority groups
reasoning an		Students will be able	often expressed
organization		to identify	a strong sense
development		foundational works	of nationalism
style are app		from different time	despite the
to task, purp	10 /	periods.	discrimination
audience.	literature, including stories,		they

they

	8		
	dramas and poems at grade	Students will be able	experienced in
NJSLSA.SL5	level text- complexity or above	to identify two or	the military and
Make strategic	use of with scaffolding as needed.	more texts from the	workforce.
digital media a	nd	same time period that	6.1.12.A.13.b
visuals displays	s of <b>RI.11-12.1:</b> Accurately cite	contain similar	
data to express	strong and thorough textual	themes or topics.	Analyze the
information and	d evidence (e.g. via discussion,		effectiveness of
enhance	written response, etc.), to	Students will be able	national
understanding of	of support analysis of what the text	to analyze how the	legislation,
presentations.	says explicitly as well as	point of view of an	policies, and
	inferentially, including	author impacts	Supreme Court
NJSLSA.L1	determining where the text	his/her approach to a	decisions (i.e.,
Demonstrate	leaves matters uncertain.	theme or topic found	the Civil Rights
command of the		in a particular time	Act, the Voting
conventions of		period.	Rights Act, the
standard Englis			Equal Rights
grammar and u		Students will be able	Amendment,
when writing or		to recognize when	Title VII, Title
speaking.	complex analysis; provide an	text is too easy or too	IX, Affirmative
	objective summary of the text.	difficult for the	Action, Brown
NJSLSA.L2		reader.	v. Board of
Demonstrate			Education, and
command of the		Students will be able	Roe v. Wade) in
conventions of	1	to determine reading	promoting civil
standard Englis		strategies that will aid	liberties and
capitalization,	rhetoric is particularly effective,	in comprehension of	equal
punctuation, an		difficult texts.	opportunities.
spelling when	contribute to the power,		HS-ETS1-3
writing.	persuasiveness or beauty of the	Students will be able	Evaluate a
	text.	to analyze how	Evaluate a
NJSLSA.L3		specific ideas interact	solution to a
Apply knowled	ge of	and develop within a	complex
language to		complex set of ideas	real-world
understand how		or sequence of	problem based
language functi		events.	on prioritized criteria and
different contex	cts, to		trade-offs that
make effective		Students will be able	account for a
choices for mea	ning	to determine if an	
			range of

or style, and to	author's structure is	constraints,
comprehend more	effective.	including cost,
fully when reading		safety,
and listening.	Students will be able	reliability, and
	to define central	aesthetics, as
NJSLSA.L4	ideas.	well as possible
Determine or clarify		social, cultural,
the meaning of	Students will be able	and
unknown and	to determine two or	environmental
multiple-meaning	more central ideas of	impacts.
words and phrases	text and recognize	
by using context	how they build on	
clues, analyzing	one another to	
meaningful word	develop complex	
parts, and consulting	meaning.	
general and		
specialized reference	Students will be able	
materials, as	to compose an	
appropriate.	objective summary	
	stating the key points	
NJSLSA.L5	of the text without	
Demonstrate	adding	
understanding of	personal opinion.	
word relationships		
and nuances in word	Students will be able	
meanings.	to determine author's	
	perspective and	
NJSLSA.L6	explain his/her	
Acquire and use	purpose for writing	
accurately a range of	the text.	
general academic		
and domain-specific	Students will be able	
words and phrases	to identify and	
sufficient for	analyze the rhetorical	
reading, writing,	strengths of an	
speaking, and	author's purpose and	
listening at the	perspective.	
college and career		

			readiness level;		Students will be able			
			demonstrate		to analyze how the			
			independence in		author's style and			
			gathering vocabulary		content contribute to			
			knowledge when		the power,			
			encountering an		persuasiveness, or			
			unknown term		beauty of the text.			
			important to		,			
			comprehension or					
			expression.					
Unit III:	What is the	Effective	NJSLSA.W1	RL.11-12.1. Cite strong and	Students will be able	3H CA5: *	8.1.12.A.2	9.1.12.A.5
	significance	readers use a	Write arguments to	thorough textual evidence and	to create inferences	Critical reading	Produce and	Analyze how
The	/ importance	variety of	support claims in an	make relevant connections to	and explain how a	and	edit a	the economic,
American	of being	strategies to	analysis of	support analysis of what the text	reader uses textual	synthesizing of	multi-page	social, and
Dream:	American?	make sense of	substantive topics or	says explicitly as well as	evidence	two cold-read	digital	political
Illusion or		key ideas and	texts, using valid	inferences drawn from the text,		pieces (multiple	document for a	conditions of
Reality	What do	details	reasoning and	including determining where the	Students will be able	choice)	commercial or	a time period
	good	presented in	relevant and	text leaves matters uncertain.	to analyze plot		professional	can affect the
(9 Weeks)	readers do?	text	sufficient evidence.			3H CA6: *	audience and	labor market.
				RL.11-12.2. Determine two or	Students will be able	Critical reading	present it to	
	How do		NJSLSA.W4	more themes or central ideas of	to analyze two or	and	peers and/or	9.3.12.AC-D
	readers	Analyzing	Produce clear and	a text and analyze their	more themes	synthesizing of	professionals in	ES.2
	construct	texts for	coherent writing in	development over the course of		an informative	that related area	Use effective
	meaning	structure,	which the	the text, including how they	Students will be able	research essay -	for review	communicatio
	from text?	purpose, and	development,	interact and build on one	to define and identify	final draft from		n skills and
		viewpoint	organization, and	another to produce a complex	various forms of	work during	8.1.12.D.1	strategies
	Why is	allows an	style are appropriate	account; provide an objective	figurative language.	second	Demonstrate	(listening,
	author's	effective	to task, purpose and	summary of the text.		marking-period	appropriate	speaking,
	word choice	reader to gain	audience.		Students will be able		application of	reading,
	critical?	insight and		RL.11-12.3. Analyze the impact	to distinguish	Diagnostic:	copyright, fair	writing and
		strengthen	NJSLSA.W5	of the author's choices	between literal and	-On-line	use and/or	graphic
	In what	understanding	Develop and	regarding how to develop and	figurative language.	discussion	Creative	communicatio
	ways does		strengthen writing as	relate elements of a story or		forums	Commons to an	ns) to work
	creative	To gain keener	needed by planning,	drama (e.g., where a story is set,	Students will be able	-Self-evaluation	original work.	with clients
	choice	insight into the	revising, editing,	how the action is ordered, how	to analyze how	- Group/	6.1.12.A.1.b	and
	impact an	integration of	rewriting or trying a	the characters are introduced	authors' choice of	partnered		colleagues.
	audience?	knowledge and	new approach.	and developed).	specific words evokes	/whole class	Analyze how	
		ideas, effective			a particular meaning	discussions*	gender, property	

What makes	readers analyze	NJSLSA.W6 Use	RL.11-12.4. Determine the	or tone in a text and	- Terminology	ownership,
a story	and evaluate	technology,	meaning of words and phrases	how using language	identification*	religion, and
effective for	content,	including the	as they are used in the text,	in a new way creates	identification	legal status
its purpose?	reasoning, and	Internet, to produce	including figurative and	an engaging overall	Formative:	affected
its purpose:	claims in	and publish writing	connotative meanings; analyze	effect.	- Class	political rights.
How do	diverse content	and to interact and	the impact of specific word	effect.	discussion*	
readers	diverse content	collaborate with	choices on meaning and tone,	Students will be able	- Worksheets/	6.1.12.B.2.a
	Whiting also ald					Analyze how
construct	Writing should	others.	including words with multiple	to identify an	graphic	the United
meaning	be purposely	NITCE CA VIIIA	meanings or language that is	author's point of	organizers	States has
from text?	focused,	NJSLSA. W10	particularly fresh, engaging, or	view in a text.	- Open-ended	I I
	detailed,	Write routinely over	beautiful. (e.g., Shakespeare as		responses*	attempted to
In what	organized, and	extended time frames	well as other authors.)	Students will be able	- Literary	account for
ways does	sequenced in a	(time for research,		to identify textual	concept	regional
creative	way that	reflection, and	RL.11-12.6. Analyze a case in	evidence.	assessment	differences
choice	clearly	revision) and shorter	which grasping a point of view		- Whole class	while also
impact an	communicates	time frames (a single	requires distinguishing what is	Students will be able	discussions	striving to
audience?	the ideas to the	sitting or a day or	directly stated in a text from	to read closely and	- Non-fiction	create an
	reader.	two) for a range of	what is really meant (e.g., satire,	find answers	analysis*	American
What makes		tasks, purposes, and	sarcasm, irony, or	explicitly in text and	- Peer review	identity.
a story	Effective	audiences.	understatement).	answers that require	worksheets*	6.1.12.D.3.e
effective for	communication			an inference.		
its purpose?	of ideas when	NJSLA.W7	RL.11-12.9. Demonstrate		Summative:	Determine the
	speaking or	Conduct short as	knowledge of and reflect on	Students will be able	- Quizzes*	impact of
How do	writing relies	well as more	(e.g. practical knowledge,	to choose a topic and	- Novel tests*	religious and
students	on the	sustained research	historical/cultural context, and	identify and select the	- Essay*	social
clarify what	appropriate use	projects, utilizing an	background knowledge)	most significant and		movements on
was just	of the	inquiry-based	eighteenth-, nineteenth- and	relevant information		the development
read?	conventions of	research process,	early twentieth-century	to develop and share		of American
	language	based on focused	foundational works of literature,	with the audience.		culture,
How do		questions,	including how two or more texts			literature, and
effective	Effective	demonstrating	from the same period treat	Students will be able		art.
writers	readers,	understanding of the	similar themes or topics.	to recognize that the		6.1.12.D.5.d
express	writers, and	subject under	comment of topics.	conventions of		0.1.12.D.3.u
themselves?	listeners use	investigation.	RI.11-12.1. Accurately cite	standard English		Relate varying
	knowledge of	, tougunon.	strong and thorough textual	usage can change		immigrants'
How do	language to	NJSLSA.W8	evidence, (e.g., via discussion,	over time.		experiences to
writers	make	Gather relevant	written response, etc.), to	over time.		gender, race,
develop a	appropriate	information from	support analysis of what the text	Students will be able		ethnicity, or
develop a	appropriate	miormanon nom	support analysis of what the text	Students will be able		

well v	written choices when	multiple print and	says explicitly as well as	to consult reference	occupation.	
produ		digital sources,	inferentially, including	materials to resolve	1	
Produc	information	assess the credibility	determining where the text	issues of complex or	6.1.12.C.8.b	
Why	does a and to clarify	and accuracy of each	leaves matters uncertain.	contested usage of	Relate social,	
writer	_	source, and integrate	reaves matters ancertain.	standard English.	cultural, and	
choos		the information	RI.11-12.2. Determine two or	Standard English.	technological	
partic		while avoiding	more central ideas of a text, and	Students will be able	changes in the	
form		plagiarism.	analyze their development and	to identify how	interwar period	
style		piagiarisiii.	how they interact to provide a	language functions in	to the rise of a	
writin		NJSLSA.W9	complex analysis; provide an	different contexts.	consumer	
WIIIII	ig!	Draw evidence from	objective summary of the text.	different contexts.	economy and	
Why	do the		objective summary of the text.	Students will be able	the changing	
rules		literary or informational texts to	DI 11 12 2 Analysis a samular		role and status	
			RI.11-12.3. Analyze a complex	to analyze the context	of women.	
gramr		support analysis,	set of ideas or sequence of	of various texts and	or women.	
matte	er?	reflection, and	events and explain how specific	determine how		
		research.	individuals, ideas, or events	language choice		
	does it		interact and develop over the	affects meaning,		
take fo		NJSLA.R1	course of the text.	style, and		
effect		Read closely to		comprehension		
	nunicat	determine what the	RI.11-12.6. Determine an			
ions?		text says explicitly	author's point of view or	Students will be able		
		and to make logical	purpose in a text in which the	to explain that syntax		
How		inferences and	rhetoric is particularly effective,	refers to how words		
rules		relevant connections	analyzing how style and content	are arranged to form		
langua		from it; cite specific	contribute to the power,	sentences.		
affect	t	textual evidence	persuasiveness or beauty of the			
	nunicat	when writing or	text.	Students will be able		
ion?		speaking to support		to identify		
		conclusions drawn	RI.11-12.7. Integrate and	irregular/varied		
How		from the text.	evaluate multiple sources of	syntax.		
situati			information presented in			
affect		NJSLSA.R2	different media or formats (e.g.,	Students will be able		
meani	ing?	Determine central	visually, quantitatively) as well	to infer the meaning		
		ideas or themes of a	as in words in order to address a	of unknown words		
When	ı a	text and analyze their	question or solve a problem.	using context clues.		
word		development;				
doesn	n't	summarize the key	<b>W.11-12.2.</b> A. Introduce a			
make	sense,	supporting details	topic; organize complex ideas,			

what do	and ideas.	concepts, and information so
good		that each new element builds on
readers do	NJSLSA.R3	that which precedes it to create
to determine	Analyze how and	a unified whole; include
meaning?	why individuals,	formatting (e.g., headings),
	events and ideas	graphics (e.g., figures, tables),
What	develop and interact	and multimedia when useful to
strategies	over the course of a	aiding comprehension.
can be used	text.	B. Develop the topic thoroughly
to make		by selecting the most significant
writing	NJSLSA.R4	and relevant facts, extended
come alive	Interpret words and	definitions, concrete details,
for a reader?	phrases as they are	quotations, or other information
	used in a text,	and examples appropriate to the
What makes	including	audience's knowledge of the
writing	determining	topic.
worth	technical,	C. Use appropriate and varied
reading and	connotative, and	transitions and syntax to link the
why should	figurative meanings,	major sections of the text, create
we do it?	and analyze how	cohesion, and clarify the
	specific word	relationships among complex
How does	choices shape	ideas and concepts.
what you	meaning or tone.	D. Use precise language,
read		domain-specific vocabulary,
influence	NJSLSA.R5	and techniques such as
how you	Analyze the structure	metaphor, simile, and analogy
should read	of texts, including	to manage the complexity of the
it?	how specific	topic.
	sentences,	E. Establish and maintain a style
How does	paragraphs, and	and tone appropriate to the
an author	larger portions of	audience and purpose (e.g.
create	text (e.g., a section,	formal and objective for
meaning in	chapter, scene, or	academic writing) while
a text and	stanza) relate to each	attending to the norms and
what makes	other and the whole.	conventions of the discipline in
meaning		which they are writing.
valid?	NJSLSA.R6	F. Provide a concluding
	Assess how point of	paragraph or section that

How can	view or purpose	supports the argument presented		
reading and	shapes the content	(e.g., articulating implications		
writing be	and style of a text.	or the significance of the topic).		
used to				
solve	NJSLSA.R10	W.11-12.6: Use technology,		
societal	Read and	including the Internet, to		
problems?	comprehend	produce, share, and update		
	complex literary and	individual or shared writing		
	informational texts	products in response to ongoing		
	independently and	feedback, including new		
	proficiently with	arguments or information.		
	scaffolding as			
	needed.	<b>L.11-12.1:</b> A. Apply the		
		understanding that usage is a		
	NJSLSA.SL1	matter of convention, can		
	Prepare for and	change over time, and is		
	participate	sometimes contested.		
	effectively in a range			
	of conversations and	L.11-12.3: Vary syntax for		
	collaborations with	effect, apply an understanding		
	diverse partners,	of syntax to the study of		
	building on others'	complex texts.		
	ideas and expressing	•		
	their own clearly and	<b>L.11-12.4.</b> A. Use context (e.g.,		
	persuasively.	the overall meaning of a		
		sentence, paragraph, or text; a		
	NJSLSA.SL2	word's position or function in a		
	Integrate and	sentence) as a clue to the		
	evaluate information	meaning of a word or phrase.		
	presented in diverse	B. Identify and correctly use		
	media and formats,	patterns of word changes that		
	including visually,	indicate different meanings or		
	quantitatively and	parts of speech (e.g., conceive,		
	orally.	conception, conceivable).		
		C. Consult general and		
	NJSLSA.SL3	specialized reference materials		
	Evaluate a speaker's	(e.g., dictionaries, glossaries,		
	point of view,	thesauruses), both print and		

	oning and use of digital, to find the pronunciation	
	ence and of a word or determine or	
rheto		
rneto	J 1	
NITO	part of speech, its etymology, or	
	its standard usage.	
	ent information, D. Verify the preliminary	
	ings, and determination of the meaning of	
	porting evidence a word or phrase (e.g., by	
	that listeners checking the inferred meaning	
	follow the line of in context or in a dictionary).	
	oning and the	
	inization,	
	elopment, and	
	e are appropriate	
	sk, purpose and	
audie	ence.	
	LSA.SL6	
	pt speech to a	
	ety of contexts	
	communicative	
	s, demonstrating	
	mand of formal	
	lish when	
indic	cated or	
appro	opriate.	
NJS	LSA.SL1	
Prepa	pare for and	
	icipate	
effec	ctively in a range	
	onversations and	
colla	aborations with	
diver	rse partners,	
	ding on others'	
	s and expressing	
	own clearly and	
persu		

		1	1	1
	N. 101 C . C . C			
	NJSLSA.SL2			
	Integrate and			
	evaluate information			
	presented in diverse			
	media and formats,			
	including visually,			
	quantitatively and			
	orally.			
	NICE CA CLA			
	NJSLSA.SL4			
	Present information,			
	findings, and			
	supporting evidence			
	such that listeners			
	can follow the line of			
	reasoning and the			
	organization,			
	development, and			
	style are appropriate			
	to task, purpose and			
	audience.			
	NJSLSA.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.			

	T	T		T	1		T	1
			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.					
Unit IV:	In what	Effective	NJSLA.R1	W.11-12.4: Produce clear and	Students will be able	3H CA7: *	8.1.12.C.1	9.3.12.AC-D
	ways do	readers use a	Read closely to	coherent writing in which the	to read closely and	College Essay	Develop an	ES.2
Individualism	values of	variety of	determine what the	development, organization, and	find answers		innovative	Use effective
	the	strategies to	text says explicitly	style are appropriate to task,	explicitly in the text	3H CA8: *	solution to a	communicatio
(9 weeks)	individual	make sense of	and to make logical	purpose and audience.	and answers that	Final	real world	n skills and
	clash with	key ideas and	inferences and		require inference.	examination	problem or issue	strategies
	those of	details	relevant connections	<b>W.11-12.5:</b> Develop and			in collaboration	(listening,
	larger	presented in	from it; cite specific	strengthen writing as needed by	Students will be able	Diagnostic:	with peers and	speaking,
	society?	the text.	textual evidence	planning, revising, editing,	to determine places in	- Terminology	experts, and	reading,
			when writing or	rewriting or trying a new	the text that leave	Formative:	present ideas for	writing and
	Why does	Analyze texts	speaking to support	approach.	matters uncertain.	- Close	feedback	graphic
	the	for structure,	conclusions drawn			reading*	through social	communicatio
	individual	purpose, and	from the text.	W.11-12:6 Use technology,	Students will be able	- Textual	media or in an	ns) to work
	choose what	viewpoint to		including the Internet, to	to identify elements	annotations	online	with clients
	he chooses,	gain insight	NJSLSA.R2	produce and publish writing and	of a story or drama.	- Character	community.	and
	and what	and strengthen	Determine central	to interact and collaborate with		study	Community.	colleagues.
	are the	understanding.	ideas or themes of a	others.	Students will be able	- Theme Study*		

consequenc		text and analyze their		to recognize when	- Group	8.1.12.D.5	9.3.12.AC-D
es of those	To gain keener	development;	<b>W.11-12.10:</b> Write routinely	authors use literary	discussions*		ES.7 Employ
decisions?	insight into the	summarize the key	over extended time frames (time	techniques (e.g.	- Collaborative	Analyze the	appropriate
	integration of	supporting details	for research, reflection, and	satire, sarcasm, irony,	learning groups	capabilities and	representation
What do	knowledge and	and ideas.	revision) and shorter time	or understatement) to	- Peer reading	limitations of	al media to
good	ideas, effective		frames (a single sitting or a day	shape the content and	and editing*	current and	communicate
readers do?	readers analyze	NJSLSA.R3	or two) for a range of tasks,	style of a text.	- Interview	emerging	concepts and
	and evaluate	Analyze how and	purposes, and audiences.		questions*	technology	project
How clear	content,	why individuals,		Students will be able	Summative:	resources and assess their	design.
am I about	reasoning, and	events and ideas	RL.11-12X.1: Cite strong and	to analyze how	- Literature		
what I just	claims in	develop and interact	thorough textual evidence and	elements of a story or	quizzes/tests*	potential to address	
read?	diverse	over the course of a	make relevant connections to	drama are developed	- College	personal, social,	
	formats.	text.	support analysis of what the text	and/or interrelated.	Essay*	lifelong	
Author's			says explicitly as well as		-"Who Am I?"	learning, and	
choice: Why	Effective	NJSLSA.R4	inferences drawn from the text,	Students will be able	Speech	career needs.	
does it	readers use a	Interpret words and	including determining where the	to analyze the impact		career needs.	
matter?	variety of	phrases as they are	text leaves matters uncertain.	of any author's			
	strategies to	used in a text,		choices in presenting			
What makes	make sense of	including	<b>RL.11-12.3:</b> Analyze the	elements of a story or		0.1.10.5.1	
a story a	the ideas and	determining	impact of the author's choices	drama.		8.1.12.F.1	
"great"	details	technical,	regarding how to develop and			Evaluate the	
story?	presented in	connotative, and	relate elements of a story or	Students will be able		strengths and	
	text.	figurative meanings,	drama (e.g., where a story is set,	to determine how an		limitations of	
Whose story		and analyze how	how the action is ordered, how	author chose to		emerging	
is it, and	Effective	specific word	the characters are introduced	structure specific		technologies	
why does it	writers use a	choices shape	and developed).	parts of a text.		and their impact	
matter?	variety of	meaning or tone.				on educational,	
	formats to		RL.11-12.4: Determine the	Students will be able		career, personal	
How does	communicate	NJSLSA.R5	meaning of words and phrases	to analyze specific		and or social	
creative	ideas	Analyze the structure	as they are used in the text,	parts of a text and		needs.	
choice	appropriate for	of texts, including	including figurative and	explain how the			
impact an	the audience,	how specific	connotative meanings; analyze	individual parts fit			
audience?	task, and time	sentences,	the impact of specific word	into the overall			
XX71 4 1	frame.	paragraphs, and	choices on meaning and tone,	structure.			
What do	ECC4	larger portions of	including words with multiple	C4-14			
good writers	Effective	text (e.g., a section,	meanings or language that is	Students will be able			
do?	research	chapter, scene, or	particularly fresh, engaging, or	to analyze how an			
	presents an	stanza) relate to each	beautiful. (e.g., Shakespeare as	author's choice of			

What is my	answer to a	other and the whole.	well as other authors.)	structuring specific		
purpose and	question and		,	parts of a text affects		
how do I	demonstrates	NJSLSA.R6	RL.11-12.5: Analyze how an	the overall meaning.		
develop it?	understanding	Assess how point of	author's choices concerning			
1	of the inquiry.	view or purpose	how to structure specific parts	Students will be able		
What do	1 3	shapes the content	of a text (e.g., the choice to	to identify various		
good	Comprehensio	and style of a text.	provide a comedic or tragic	foundational works of		
researchers	n is enhanced		resolution) contribute to its	American literature		
do?	through a	NJSLSA.R8	overall structure and meaning as	from different time		
	collaborative	Delineate and	well as its aesthetic impact.	periods.		
Making	process of	evaluate the	-			
meaning	sharing and	argument and	RL.11-12.9: Demonstrate	Students will be able		
from a	evaluating	specific claims in a	knowledge and reflect on (e.g.	to analyze how		
variety of	ideas.	text, including the	practical knowledge,	authors of two or		
sources:		validity of the	historical/cultural context, and	more texts from the		
What will	Presentation of	reasoning as well as	background knowledge) 18th,	same time period		
help?	knowledge and	the relevance and	19th and 20th century	treat similar themes		
	ideas is	sufficiency of the	foundational works of literature,	or topics.		
What makes	enhanced	evidence.	including how two or more texts			
collaboratio	through		from the same period treat	Students will be able		
n	appropriate	NJSLSA.R9	similar themes or topics.	to determine how two		
meaningful?	organization	Analyze and reflect		or more central ideas		
	and style for	on how two or more	<b>RL.11-12.10:</b> By the end of	of a text interact and		
What makes	the audience	texts address similar	grade 11, read and comprehend	build on one another		
a	via the use of	themes or topics in	literature, including stories,	to develop a text with		
presentation	visual displays,	order to build	dramas, and poems at grade	complex meaning.		
"great"?	technology,	knowledge or to	level text-complexity or above			
	and the	compare the	with scaffolding as needed.	Students will be able		
Communica	appropriate use	approaches the		to compose an		
ting clearly:	of language.	authors take.	RI.11-12.1: Accurately cite	objective summary		
What does it			strong and thorough textual	stating the key points		
take?	Effective	NJSLSA.R10	evidence, (e.g. via discussion,	of the text without		
****	communication	Read and	written response, etc.), to	adding personal		
When a	of ideas when	comprehend	support analysis of what the text	opinions or feelings.		
word	speaking or	complex literary and	says explicitly as well as	C. 1		
doesn't	writing relies	informational texts	inferentially, including	Students will be able		
make sense,	on the	independently and	determining where the text	to analyze how		
what can I	appropriate use	proficiently with	leaves matters uncertain.	specific ideas and/or		

do?	of the	scaffolding as		events interact and		
	conventions of	needed.	RI.11-12.2: Determine two or	develop within a		
What a	e language.		more central ideas of a text, and	complex set of ideas		
the reas	ons	NJSLSA.SL1	analyze their development and	or sequence of		
culture	and Effective	Prepare for and	how they interact to provide a	events.		
individ	ials readers,	participate	complex analysis; provide an			
create	writers, and	effectively in a range	objective summary of the text.	Students will be able		
narrativ	es of listeners use	of conversations and		to analyze how a key		
their	knowledge of	collaborations with	RI.11-12.6 Determine an	term or terms are		
experie	nces language to	diverse partners,	author's point of view or	used and refined over		
?	make	building on others'	purpose in a text in which the	the course of a text.		
	appropriate	ideas and expressing	rhetoric is particularly effective,			
What	choices when	their own clearly and	analyzing how style and content	Students will be able		
strateg		persuasively.	contribute to the power,	to determine an		
can be			persuasiveness or beauty of the	author's point of		
to mak	,	NJSLSA.SL2	text.	view and explain		
writing	meaning when	Integrate and		his/her purpose for		
come a	0	evaluate information	<b>RI.11-12.10:</b> By the end of	writing the text.		
for a re	ader? listening.	presented in diverse	grade 11, read and comprehend			
		media and formats,	literary nonfiction at grade level	Students will be able		
What n		including visually,	text-complexity or above with	to define rhetoric.		
writing	readers and	quantitatively and	scaffolding as needed.			
worth	writers use	orally.		Students will be able		
reading			W.11-12.2:	to identify when an		
why sh		NJSLSA.SL3	A. Introduce a topic; organize	author uses rhetoric		
we do		Evaluate a speaker's	complex ideas, concepts, and	and analyze how the		
	language to	point of view,	information so that each new	rhetoric strengthens		
How do	1 /	reasoning and use of	element builds on that which	his/her point of view		
what y		evidence and	precedes it to create a unified	or purpose.		
read	appropriately	rhetoric.	whole; include formatting (e.g.,			
influen			headings), graphics (e.g.,	Students will be able		
how yo		NJSLSA.SL4	figures, tables), and multimedia	to analyze how the		
should	read	Present information,	when useful to aiding	author's style and		
it?		findings, and	comprehension.	content contribute to		
		supporting evidence	B. Develop the topic thoroughly	the power,		
How do		such that listeners	by selecting the most significant	persuasiveness, or		
an auth	or	can follow the line of	and relevant facts, extended	beauty of the text.		
create		reasoning and the	definitions, concrete details,			

I		1	1		1
meaning in	organization,	quotations, or other information	Students will be able		
a text and	development, and	and examples appropriate to the	to identify the		
what makes	style are appropriate	audience's knowledge of the	premises, purposes,		
meaning	to task, purpose and	topic.	and arguments found		
valid?	audience.	C. Use appropriate and varied	in works of public		
		transitions and syntax to link the	advocacy.		
How can	NJSLSA.SL6	major sections of the text, create			
reading and	Adapt speech to a	cohesion, and clarify the	Students will be able		
writing be	variety of contexts	relationships among complex	to delineate and		
used to	and communicative	ideas and concepts.	evaluate the		
solve	tasks, demonstrating	D. Use precise language,	premises, purposes,		
societal	command of formal	domain-specific vocabulary,	and arguments found		
problems?	English when	and techniques such as	in works of public		
	indicated or	metaphor, simile, and analogy	advocacy.		
	appropriate.	to manage the complexity of the			
		topic.	Students will be able		
	NJSLSA.L1	E. Establish and maintain a style	to analyze the		
	Demonstrate	and tone appropriate to the	information, identify		
	command of the	audience and purpose (e.g.	domain-specific		
	conventions of	formal and objective for	vocabulary for the		
	standard English	academic writing) while	topic and organize		
	grammar and usage	attending to the norms and	information into		
	when writing or	conventions of the discipline in	broader categories		
	speaking.	which they are writing.	using a chosen		
		F. Provide a concluding	structure.		
	NJSLSA.L3	paragraph or section that			
	Apply knowledge of	supports the argument presented	Students will be able		
	language to	(e.g., articulating implications	to create an interview		
	understand how	or the significance of the topic).	project to		
	language functions in		demonstrate		
	different contexts, to	<b>W.11-12.10:</b> Write routinely	understanding of the		
	make effective	over extended time frames (time	American Dream.		
	choices for meaning	for research, reflection, and			
	or style, and to	revision) and shorter time	Students will be able		
	comprehend more	frames (a single sitting or a day	to write and speak to		
	fully when reading	or two) for a range of tasks,	inform.		
	and listening.	purposes, and audiences.			
			Students will be able		

 			Т.	
NJSLSA.L5	<b>SL.11-12.1</b> : A. Come to	to research material		
Demonstrate	discussions prepared, having	to be discussed and		
understanding of	read and researched material	determine key points		
word relationships	under study; explicitly draw on	and/or central ideas.		
and nuances in word	that preparation by referring to			
meanings.	evidence from texts and other	Students will be able		
	research on the topic or issue to	to participate in a		
NJSLSA.L6	stimulate a thoughtful, well	discussion by posing		
Acquire and use	reasoned exchange of ideas.	questions that		
accurately a range of	C. Propel conversations by	connect the ideas of		
general academic	posing and responding to	several speakers,		
and domain-specific	questions that probe reasoning	responding to		
words and phrases	and evidence; ensure a hearing	questions, and		
sufficient for	for a full range of positions on a	elaborating on an		
reading, writing,	topic or issue; clarify, verify, or	idea to ensure a full		
speaking, and	challenge ideas and	range of positions on		
listening at the	conclusions; and promote	a topic or issue.		
college and career	divergent and creative			
readiness level;	perspectives.	Students will be able		
demonstrate	D. Respond thoughtfully to	to propel		
independence in	diverse perspectives; synthesize	conversations by		
gathering vocabulary	comments, claims, and evidence	clarifying, verifying,		
knowledge when	made on all sides of an issue;	or challenging ideas		
encountering an	resolve contradictions when	and conclusions to		
unknown term	possible; and determine what	promote divergent		
important to	additional information or	and creative		
comprehension or	research is required to deepen	perspectives.		
expression.	the investigation or complete			
	the task.	Students will be able		
		to come prepared		
	SL.11-12.2: Integrate multiple	with key points and		
	sources of information	textual evidence to		
	presented in diverse media or	contribute to a		
	formats (e.g., visually	discussion and		
	quantitatively, qualitatively,	stimulate a thoughtful		
	orally) evaluating the credibility	well-reasoned		
	and accuracy of each source.	exchange of ideas.		

speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.  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.11-12.6: Adapt speech to a variety of contexts and tasks, and/or supporting to define point of view as how a speaker feels about a situation/topic being presented.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, among ideas, word choice, points of emphasis, and tone used by the speaker.				
reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and tone used.  St.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.  St.11-12.6: Adapt speech to a variety of contexts and tasks,  view as how a speaker feels about a situation/topic being presented.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and/or supporting		<b>SL.11-12.3</b> : Evaluate a	Students will be able	
and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and 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.11-12.6: Adapt speech to a variety of contexts and tasks,  speaker feels about a situation/topic being presented.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and situation/topic being presented.		speaker's point of view,	to define point of	
stance, premises, links among ideas, word choice, points of emphasis and tone used.  St.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.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and or supporting and or supporting		reasoning, and use of evidence	view as how a	
ideas, word choice, points of emphasis and tone used.  Students will be able to assess the stance, premises, links among ideas, word choice, points of to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to remises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to remises, links among ideas, word choice, points of emphasis, and tone used by the speaker.		and rhetoric, assessing the	speaker feels about a	
ideas, word choice, points of emphasis and tone used.  Students will be able to assess the stance, premises, links among ideas, word choice, points of to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to remise.  Students will be able to foice, points of emphasis, and tone used by the speaker.  Students will be able to remise.		stance, premises, links among	situation/topic being	
emphasis and 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.11-12.6: Adapt speech to a variety of contexts and tasks,  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.				
Students will be able to assess the stance, premises, links among ideas, word concisely and logically. The content, organization, and development, and style are appropriate to task, purpose and audience.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to information, findings, among ideas, word choice, points of emphasis, and tone used by the speaker.				
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.11-12.6: Adapt speech to a variety of contexts and tasks,  to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and/or supporting		r	Students will be able	
information, findings, and supporting evidence clearly, concisely and logically. The content, organization, and development, and style are appropriate to task, purpose and audience.  SL.11-12.6: Adapt speech to a variety of contexts and tasks,  information, findings, and premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and/or supporting		SL.,11-12.4: Present		
supporting evidence clearly, concisely and logically. The content, organization, and development, and style are appropriate to task, purpose and audience.  SL.11-12.6: Adapt speech to a variety of contexts and tasks,  supporting evidence clearly, choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and/or supporting			, , , , , , , , , , , , , , , , , , ,	
concisely and logically. The choice, points of emphasis, and tone used by the speaker.  SL.11-12.6: Adapt speech to a variety of contexts and tasks,  choice, points of emphasis, and tone used by the speaker.  Students will be able to present information, findings, and/or supporting		, ,	1	
content, organization, and development, and style are appropriate to task, purpose and audience.  Students will be able to present information, findings, and/or supporting  SL.11-12.6: Adapt speech to a variety of contexts and tasks, and/or supporting				
development, and style are appropriate to task, purpose and audience.  Students will be able to present information, findings, and/or supporting  SL.11-12.6: Adapt speech to a variety of contexts and tasks,				
appropriate to task, purpose and audience.  Students will be able to present information, findings, and/or supporting				
audience.  Students will be able to present information, findings, and/or supporting  SL.11-12.6: Adapt speech to a variety of contexts and tasks, and/or supporting		1	used by the speaker.	
SL.11-12.6: Adapt speech to a variety of contexts and tasks, to present information, findings, and/or supporting			Students will be able	
SL.11-12.6: Adapt speech to a variety of contexts and tasks, and/or supporting		audience.		
variety of contexts and tasks, and/or supporting		SI 11 12 (. A dont march to a		
demonstrating command of evidence clearly,				
formal English when indicated concisely, and		_		
or appropriate. logically to convey a		or appropriate.		
clear and distinct				
L.11-12.1: Demonstrate purpose.			purpose.	
command of the conventions of				
standard English grammar and Students will be able		5 5	Students will be able	
usage when writing or speaking. to prepare a		usage when writing or speaking.		
presentation with			1	
L.11-12.2: Demonstrate organization,				
command of the conventions of development,				
standard English capitalization, substance, and style		standard English capitalization,	substance, and style	
punctuation, and spelling when that are appropriate to		punctuation, and spelling when	that are appropriate to	
writing. purpose, task, and		writing.	purpose, task, and	
audience.			audience.	
L.11-12.4: Determine or clarify		<b>L.11-12.4:</b> Determine or clarify		
the meaning of unknown and Students will be able			Students will be able	
multiple-meaning words and to identify various			to identify various	
phrases based on grades 11-12 reasons for speaking.				

reading and content, choosing flexibility from a range of	Students will be able		
strategies.	to infer the meaning		
	of unknown words		
L.11-12.5: A. Interpret figures	using context clues.		
of speech (e.g., hyperbole,			
paradox) in context and analyze	Students will be able		
their role in the text.	to interpret figures of		
B. Analyze nuances in the	speech and analyze		
meaning of words with similar	their overall role in		
denotations.	the text.		
L.11-12.6: Acquire and use			
accurately a range of general	Students will be able		
academic and domain-specific	to acquire and use		
words and phrases sufficient for	college and career		
reading, writing, speaking, and	readiness level		
listening at the college and	academic and		
career readiness level;	domain-specific		
demonstrate independence in	words/phrases to		
gathering vocabulary	demonstrate		
knowledge when encountering	proficiency in		
an unknown term important to	reading, writing, and		
comprehension or expression.	speaking, and		
	listening.		
	Students will be able		
	to consider		
	vocabulary		
	knowledge including		
	denotation, nuance,		
	etymology, etc., and		
	determine the most		
	appropriate words or		
	phrases to express		
	overall meaning.		