

Hillsborough Township Public Schools
Grade 12
English IV Honors

Unit/ Suggested Pacing	Essential Questions	Enduring Understandin gs	NJSLSA	Standard	Learning Targets	Assessments	Interdiscipli nary Connections	21 st Century Connections
Unit 1: Beyond the 5 Paragraph Essay / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Why does author's word choice matter? What makes a story a "great" story?</p> <p>What do good writers do? What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference? Final product: What does it</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing text for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a</p>	<p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI4: 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.</p> <p>RI6: Assess how point of view or purpose shapes the</p>	<p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Define central idea Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Define and identify various forms of figurative language. Distinguish between literal language and figurative language. Recognize words that have technical meaning and understand their purpose in a specific text. Analyze how a key term or terms are used and refined over the course of a text.</p> <p>Define point of view as how the author feels about the situation /topic of a text.</p>	<p>Common Assessments:</p> <ul style="list-style-type: none"> ● Summer Reading Quiz <p>Summative:</p> <ul style="list-style-type: none"> ● Definition Paper* ● Analysis of a variety of essays ● Formal and Informal Journal Write ● Tests and quizzes ● Visual Essay <p>Formative :</p> <ul style="list-style-type: none"> ● Textual Annotation exercise ● Close reading of a variety of essays ● Analysis of a variety of essays ● Peer editing ● Discussion of texts in small and large group settings ● Structure maps ● Outline of essay ● Formal and Informal Journal Write 	<p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p>

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	<p>take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p> <p>Why write?</p> <p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation “great”? “What I say” versus “how I say it.”, does it really matter?</p> <p>Why do rules of</p>	<p>writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced</p>	<p>content and style of a text.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W4: Produce clear and coherent writing in</p>	<p>RI.11-12.10: By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p>	<p>Determine an author’s point of view and explain his/her purpose for writing the text. Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose. Analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Recognize when the text is too easy or too difficult for me.</p> <p>Determine reading strategies that will help me comprehend difficult texts. Choose a topic and identify and select the most significant and relevant information to develop and share with my audience.</p> <p>Identify the writing style that best fits my task., purpose and audience. Use organizational/formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific</p>	<ul style="list-style-type: none"> • Guided reading questions • Tests and quizzes • Essay Drafting • Defining abstract concepts (e.g., pride, power, loyalty) • Writing \thesis statements-Open /Closed/embedded • Visual Essay 		
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	<p>language matter? Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>	<p>through a collaborative process of sharing and evaluating ideas.</p> <p>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.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language</p> <p>Effective readers and writers use knowledge of</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate</p>	<p>concepts.</p> <p>W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.F: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.7: Conduct</p>	<p>writing style.</p> <p>Define research and distinguish how research differs from other types of writing. Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. Choose several sources. Determine if I need to narrow or broaden my inquiry based on the information gathered. Create a research paper/project to demonstrate understanding of the subject under investigation.</p> <p>Determine the credibility of a source by reviewing who wrote it, when it was written and why it was written. Assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose and audience avoiding overreliance on any one source. Use advanced searches with multiple and authoritative print and /or digital sources</p>			
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		the structure and context of language to acquire, clarify, and appropriately use vocabulary.	<p>the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations</p>	<p>short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9.B: Apply grades 11–12 Reading standards to literary</p>	<p>effectively to gather information needed to support my research. Define plagiarism. Avoid plagiarism. Determine when to research data and facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard format for citation to create a bibliography that can be paraphrased or quoted.</p> <p>Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.</p> <p>Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.</p> <p>Review and/or research materials to be discussed and determine key points</p>			
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			<p>and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL4: Present information, findings, and supporting evidence such that listeners can follow the</p>	<p>nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]".</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>	<p>and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p> <p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems.. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p> <p>Define viewpoint of the speaker about the situation/topic being</p>			
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			<p>line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically.</p>	<p>presented. Determine a speaker's viewpoint and explain his/her reasoning. Define rhetoric Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. Present information in a sequence that allows the listener to follow my line of reasoning. Address alternative or opposing perspectives in my presentation. Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p>			
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			<p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>L5: Demonstrate understanding of relationships and nuances</p>	<p>The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.2.A Observe hyphenation conventions.</p> <p>L.11-12.2.B: Spell correctly.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning</p>	<p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest. Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking. Determine speaking tasks that require a formal structure. Compose a formal speech that demonstrates a command of 11-12 language standards.</p> <p>Determine when to capitalize words. Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define</p>			
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			in word meanings.	<p>of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p>	<p>common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a word's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
Unit 2: Developing	What do good readers	Effective readers use a	RI1: Read closely to	RI.11-12.1 Accurately cite strong and thorough	Define and explain textual evidence.	Common Assessment:	8.1.12.D.1 Demonstrate	CRP1. Act as a responsible and

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<p>Voice</p>	<p>do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a great story?</p> <p>What do good writers do?</p> <p>Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? "Cut and Paste:" What's the problem?</p>	<p>variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates</p>	<p>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.</p> <p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI3: Analyze how and why individuals, events, and ideas develop and interact</p>	<p>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.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11.12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or</p>	<p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text.</p> <p>Determine how a complex set of ideas develops within a text. Analyze how specific elements of the text interact to develop a complex set of ideas.</p>	<p>● Textual Annotation</p> <p>Summative:</p> <ul style="list-style-type: none"> ● Classical Argument Essay* ● Formal and Informal Journal Write ● Tests and quizzes ● Visual Essay <p>Formatives:</p> <ul style="list-style-type: none"> ● Close reading of a variety of essays ● Analysis of a variety of essays ● Peer editing ● Discussion of texts in small and large group settings ● Outline of essay ● Formal and Informal Journal Write ● Structure maps ● Guided reading questions) ● tests and quizzes ● Essay Drafting ● Developing claims ● Voice exercise (who is this) 	<p>appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason.</p>
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	<p>Why write?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</p>	<p>understanding of the inquiry, and properly cites information from multiple sources.. Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use</p>	<p>over the course of a text.</p> <p>RI4: 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.</p> <p>RI5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>	<p>Define and identify various forms of figurative language.</p> <p>Analyze and explain the impact of the use of various forms of figurative language.</p> <p>Distinguish between literal and figurative language.</p> <p>Recognize the difference between denotative and connotative meanings.</p> <p>Analyze and explain when the difference between denotative and connotative meanings adds depth or meaning to the text.</p> <p>Recognize and understand the purpose of words that have technical meanings in a specific text.</p> <p>Analyze how key terms are used and refined over the course of a text.</p> <p>Determine how an author chose to structure his/her exposition or argument.</p> <p>Analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.</p> <p>Determine if an author's structure is effective in making his/her points clear, convincing, and engaging.</p> <p>Evaluate how an author's</p>	<p>character?)</p> <ul style="list-style-type: none"> • Practicing voice • What is the rhetorical device? 		
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		vocabulary..	<p>RI6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W4: Produce clear and coherent writing in</p>	<p>create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective</p>	<p>choice of structure impacts his/her audience.</p> <p>Determine the author's point of view or purpose for writing the text. Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her purpose. Analyze and explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Recognize when the text I am reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused debate in society. Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim. Identify alternate or opposing claims that counter my argument. Organize claims, counterclaims, reasons, and</p>			
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			<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate</p>	<p>for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>	<p>evidence into a logical sequence.</p> <p>Anticipate my audience's knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both.</p> <p>Present an argument in a formal style and with an objective tone.</p> <p>Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>Provide a concluding statement/section that supports my argument.</p> <p>Identify the writing style that best fits the task, purpose, and audience.</p> <p>Use organizational/formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates an understanding of a specific writing style.</p> <p>Define research and distinguish how research differs from other types of writing.</p>			
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			<p>the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations</p>	<p>investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of</p>	<p>Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources</p>			
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			<p>and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting</p>	<p>public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C Propel</p>	<p>and to avoid plagiarism.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several</p>			
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			<p>general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL. 11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L.11-12.2.A Observe hyphenation conventions.</p> <p>L.11-12.2.B Spell correctly.</p> <p>L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning</p>	<p>speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p> <p>Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.</p> <p>Determine when to capitalize words.</p> <p>Apply common hyphenation conventions.</p> <p>Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues.</p>			
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				<p>of a word or phrase.</p> <p>L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.</p>	<p>Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a word's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases have similar denotations can carry different nuances.</p>			
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<p>Unit 3: Evaluative Thinking / 4-6 Weeks</p>	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a great story?</p> <p>What do good writers do?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good readers do? Am I clear about what I just read?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of strategies to</p>	<p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>RI6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI7: Integrate and evaluate content presented in diverse media and formats, including</p>	<p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or</p>	<p>Define central idea Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Determine how a complex set of ideas develops within a text. Analyze how specific elements of the text interact to develop a complex set of ideas.</p> <p>Determine the author's point of view or purpose for writing the text. Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her purpose. Analyze and explain how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>Common Assessment:</p> <ul style="list-style-type: none"> ● Reading comprehension informational text. <p>Summative:</p> <ul style="list-style-type: none"> ● In-class essay Evaluation* ● Formal and Informal Journal Write ● Tests and quizzes ● Visual Essay <p>Formatives:</p> <ul style="list-style-type: none"> ● Close reading of a variety of essays ● Analysis of a variety of essays ● Peer editing ● Discussion of texts in small and large group settings ● Outline of essay ● Formal and Informal Journal Write ● Structure maps ● Guided reading questions) ● tests and quizzes ● Essay Drafting ● Developing 	<p>6.1.12.D.16. b</p> <p>Explain how and why technology is transforming access to education and educational practices worldwide</p>	<p>CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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	<p>How do I know?</p> <p>Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p> <p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter?</p>	<p>make sense of the ideas and details presented in text..</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources</p> <p>Effective writers use a variety of formats to communicate</p>	<p>visually and quantitatively, as well as in words</p> <p>RI9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive</p>	<p>solve a problem.</p> <p>RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1A A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1B</p>	<p>Identify multiple sources of information presented in different media or formats as well as in words to assist in addressing questions or solving a problem. Evaluate information gathered and determine its effectiveness to address a question or solve a problem. Integrate information gathered to answer a question or solve a problem.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance utilize rhetorical features.</p> <p>Recognize when the text I am reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts.</p> <p>Analyze substantive topics</p>	<p>claims</p> <ul style="list-style-type: none"> • Voice exercise (who is this) character?) • Practicing voice • What is the rhetorical device? • Practicing evaluation techniques • Guided reading exercise 		
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	Communicat ing clearly: What does it take?	ideas appropriate for the audience, task, and time frame.	topics or texts, using valid reasoning and relevant and sufficient evidence.	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	or texts to determine an argument that causes or has caused debate in society. Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim. Identify alternate or opposing claims that counter my argument. Organize claims, counterclaims, reasons, and evidence into a logical sequence. Anticipate my audience's knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both. Present an argument in a formal style and with an objective tone. Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. Provide a concluding statement/section that supports my argument.			
	When a word doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?	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 strengthen understanding Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and	W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. W8: Gather relevant	W.11-12.1C Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. W.11-12.1D Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they	Use prewriting strategies to formulate ideas. Recognize that a			

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		<p>technology</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.. Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective readers and writers use</p>	<p>information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	<p>are writing.</p> <p>W.11-12.1.E Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under</p>	<p>well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with and without the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen the writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Focus research around a problem to be solved, a central question is provided, or a self-generated question.</p> <p>Choose several sources and synthesize information to answer a research inquiry.</p> <p>Create a research</p>			
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		knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary	range of tasks, purposes, and audiences. 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. L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L3: Apply knowledge of language to understand how language	investigation. W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and	paper/project to demonstrate understanding of a subject. Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism. Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my			
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			<p>functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>L5: Demonstrate understanding of word relationships and nuances</p>	<p>arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>	<p>analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p>			
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			in word meanings.	<p>SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>L.11-12.2.A Observe hyphenation conventions.</p> <p>L.11-12.2.B Spell correctly.</p> <p>L.11-12.3.A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B Identify and correctly use patterns of word changes that</p>	<p>Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define</p>			
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				<p>indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). L.11-12.5.B Analyze nuances of meaning of similar denotation</p>	<p>common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
Unit 4: Thesis, Antithesis, Synthesis /	What do good readers do?	Effective readers use a variety of	RI1: Read closely to determine what the text	RI.11-12.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written	Define and explain textual evidence. Define inference and explain how a reader uses	Common Assessments: • Annotated Bibliography	8.1.12.C.1 Develop an innovative solution to a	CRP1. Act as a responsible and contributing citizen and

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<p>4-6 Weeks</p>	<p>Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a "great" story?</p> <p>In what ways does creative choice impact audience Whose story is it, and why does it matter?</p> <p>What do good writers do? What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p>	<p>strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p> <p>Effective research presents an answer to a question, demonstrates understanding</p>	<p>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.</p> <p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger</p>	<p>response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2 Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text.</p> <p>Determine how an author chose to structure his/her exposition or argument. Analyze the structure of an author's exposition or argument and evaluate whether the structure is effective. Determine if an author's structure is effective in</p>	<p>Summative:</p> <ul style="list-style-type: none"> ● In-class essay Evaluation* ● Formal and Informal Journal Write ● Tests and quizzes ● Visual Essay <p>Formatives:</p> <ul style="list-style-type: none"> ● Close reading of a variety of essays ● Analysis of a variety of essays ● Peer editing ● Discussion of texts in small and large group settings ● Outline of essay ● Formal and Informal Journal Write ● Structure maps ● Guided reading questions) ● tests and quizzes ● Essay Drafting ● Developing claims, counterclaims ● Voice exercise (who is this) character?) ● Practicing voice ● What is the rhetorical device? 	<p>real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation</p>	<p>employee</p> <p>CRP2. Apply Add Headings (Format > Paragraph styles) and they will appear in your table of contents.</p> <p>appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p>
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<p>Final product: What does it take?</p> <p>What do good researchers do?</p> <p>“Cut and Paste:”</p> <p>What’s the problem?</p> <p>Why write? What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>When a word</p>	<p>of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</p>	<p>portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI10: Read and comprehend</p>	<p>RI.11-12.9 Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1.A Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B Develop claim(s) and counterclaims avoiding</p>	<p>making his/her points clear, convincing, and engaging. Evaluate how an author’s choice of structure impacts his/her audience.</p> <p>Identify multiple sources of information presented in different media or formats as well as in words to assist in addressing questions or solving a problem. Evaluate information gathered and determine its effectiveness to address a question or solve a problem.</p> <p>Integrate information gathered to answer a question or solve a problem.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance utilize rhetorical features.</p> <p>Recognize when the text I am reading is too easy or too difficult for me.</p>	<ul style="list-style-type: none"> ● Practicing evaluation techniques ● Guided reading exercise ● Identifying Quotes/MLA format ● Midpoint check (draft) ● Writing--Thesis statements ● Writing--Closing ● Writing claims/counterclaims ● Wordiness/Dictation exercise 	<p>with peers and experts synthesizing information from multiple sources</p>	
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	<p>doesn't make sense, what can I do? How do I use what I know to figure out what I don't know?</p>		<p>complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and</p>	<p>common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1.D Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.E Provide a</p>	<p>Determine reading strategies that will help me comprehend difficult texts.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused debate in society. Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim.</p> <p>Identify alternate or opposing claims that counter my argument. Organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>Anticipate my audience's knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both.</p> <p>Present an argument in a formal style and with an objective tone.</p> <p>Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>Provide a concluding statement/section that</p>			
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			<p>publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information</p>	<p>concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;</p>	<p>supports my argument.</p> <p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Identify technology that will help produce, publish, and update individual or shared writing products. Determine the most efficient technology medium to complete the writing task.</p>			
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			<p>while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations</p>	<p>narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9.B Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles</p>	<p>Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source.</p> <p>Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source.</p> <p>Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to</p>			
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			<p>with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and</p>	<p>support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion</p>			
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			<p>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.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL. 11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L.11-12.2.A Observe hyphenation conventions. L.11-12.2.B Spell correctly.</p>	<p>on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.</p> <p>Determine when to capitalize words. Apply common hyphenation conventions. Recognize that there are many different rules</p>			
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				<p>L.11-12.3.A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D Verify the preliminary determination of the</p>	<p>concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word</p>			
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				<p>meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.</p>	<p>changes to determine a work's meaning or part of speech.</p> <p>Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
<p>Unit 5: British Foundations / 4-6 Weeks</p>	<p>How does a reader propel conversations by posing and responding to questions that probe reasoning and evidence?</p> <p>How does a reader analyze multiple interpretations of a story drama or poem?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>RL1: 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.</p>	<p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one</p>	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine places in the text that leave matters uncertain.</p> <p>Define theme.</p>	<p>Common Assessment:</p> <ul style="list-style-type: none"> • Sonnet Presentation <p>Summative:</p> <ul style="list-style-type: none"> • Literary Analysis* • Vocabulary Quizzes • Poetry Explication • Sonnet Creation <p>Formative:</p> <ul style="list-style-type: none"> • Vocabulary Study guides • Reading check quizzes • Socratic Discussions 	<p>6.2.12.D.2d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason.</p>

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	<p>How does a reader determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings?</p> <p>How does the reader demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>RL2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each</p>	<p>another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how</p>	<p>Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account. Define summar. Compose an objective summary stating the key points of the text.</p> <p>Identify elements of a story or drama. Analyze how elements of a story or drama are developed and/or interrelated. Analyze the impact of the author's choices in presenting elements of a story or drama.</p> <p>Determine how an author chose to structure specific parts of a text. Analyze specific parts of the text and explain how the individual parts fit into the overall structure. Analyze how an author's choice of structuring specific parts of a text affects the overall meaning. Analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.</p>	<ul style="list-style-type: none"> ● Guided Notes ● Poetry explication ● Revision checklist ● Visual interpretation of a sonnet ● essay drafting ● Web-research and evaluation ● Peer editing ● Collaborative learning groups ● Textual annotations ● Dramatic viewing and interpretations ● Close reading 		
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		<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>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.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers,</p>	<p>other and the whole.</p> <p>RL7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W9: Draw evidence from literary or informational</p>	<p>each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10 Write</p>	<p>Identify multiple interpretations of the same source of text. Analyze how authors interpret a source text. Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors/directors/producers.</p> <p>Define research and distinguish how research differs from other types of writing. Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. Choose several sources. Determine if I need to narrow or broaden my inquiry based on the information gathered. Create a research paper/project to demonstrate understanding of the subject under investigation</p> <p>Define textual evidence. Determine textual evidence that supports my analysis,</p>			
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		<p>writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</p>	<p>texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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</p>	<p>routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>	<p>reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.</p> <p>Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating</p>			
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			<p>persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>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.</p>	<p>qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts</p>	<p>on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p> <p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p> <p>Define viewpoint of the speaker about the situation/topic being presented Determine a speaker's viewpoint and explain his/her reasoning. Define rhetoric Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p>			
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			<p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3.A Vary syntax for effect, apply an understanding of syntax to the study of complex texts</p> <p>L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>	<p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Address alternative or opposing perspectives in my presentation.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that require a formal structure.</p>			
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			<p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p>	<p>thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>Compose a formal speech that demonstrates a command of 11-12 language standards.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/irregular syntax to convey imagery, to create rhyme</p>			
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			L5: Demonstrate understanding of word relationships and nuances in word meanings.		<p>schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break words into units to infer their meaning.</p> <p>Use patterns of word changes to determine a work's meaning or part of speech.</p> <p>Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Define and identify forms of figurative language.</p> <p>Interpret figures of speech and analyze their role overall in the text.</p> <p>Recognize different denotative meanings.</p> <p>Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
Unit 6: Romanticism / 4-6 Weeks	<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details</p>	RL1: Read closely to determine what the text says explicitly and to make logical	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	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in the</p>	<p>Common Assessment: Romantic Assessment</p> <p>Required Summative:</p>	6.1.12.D16a Analyze the impact of American culture on other world cultures	CRP1. Act as a responsible and contributing citizen and employee

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<p>know?</p> <p>Author's choice: Why does it matter? What makes a story a "great" story?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good readers do? "Cut and Paste:"</p> <p>What's the problem?</p> <p>Why write? What do good writers do?</p> <p>What makes collaboration</p>	<p>presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information</p>	<p>inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative</p>	<p>inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.7 Analyze multiple</p>	<p>text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account. Define summar. Compose an objective summary stating the key points of the text.</p> <p>Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and explain</p>	<p>Narrative Writing* Drama Interpretation Tests and quizzes In-class writing Critiques</p> <p>Formative:</p> <ul style="list-style-type: none"> ● Analysis of a variety of poems ● Close reading of a variety of works ● Jigsaw project ● Guided Notes ● In-class write/Journal entries ● Dramatic viewing and interpretation ● Textual annotations ● Comparison/Contrast Chart 	<p>from multiple perspectives.</p>	
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<p>meaningful? Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p> <p>Why do rules of language matter? Communicating clearly: What does it take?</p> <p>How does situation affect meaning? How does author’s choice impact an audience?</p>	<p>from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology,</p>	<p>meanings, and analyze how specific word choices shape meaning or tone.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning,</p>	<p>interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>W.11-12.3A Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery,</p>	<p>how using language in a new way creates an engaging overall effect. Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of the text.</p> <p>Identify multiple interpretations of the same source text. Analyze how authors interpret a source text in different mediums. Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p>Define narrative and describe the basic parts of plot. Engage the reader by introducing one or more points of view, the narrator, characters, setting, and a problem, situation, or observation and its significance. Use narrative technique</p>			
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	<p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	<p>and the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to</p>	<p>revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W9: Draw evidence from literary or</p>	<p>suspense, growth, or resolution).</p> <p>W.11-12.3D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>				
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		<p>acquire, clarify, and appropriately use vocabulary.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</p>	<p>informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own</p>	<p>W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9A 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</p>					
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			<p>clearly and persuasively.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>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.</p> <p>L5: Demonstrate understanding</p>	<p>more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>				
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			<p>of word relationships and nuances in word meanings.</p> <p>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.</p>	<p>L.11-12.1A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.4A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4D Verify the preliminary</p>				
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				<p>determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5B Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6. Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>				
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<p>Unit 7: Exploring Global Cultures / 4-6 Weeks</p>	<p>How does a reader determine central ideas or themes of a text and analyze their development ?</p> <p>How does a reader interpret words and phrases as they are used in a text?</p> <p>How does the reader analyze how an author's choices concerning how to structure specific parts of a text, contribute to its overall structure and meaning as well as its aesthetic impact?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Writing should be purposely focused, detailed,</p>	<p>RL1: 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.</p> <p>RL2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL3: Analyze how and why individuals, events, and</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.6</p>	<p>Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account. Define summary. Compose an objective summary stating the key points of the text.</p> <p>Identify an author's viewpoint in a text. Analyze words stated directly in a text and determine when an author</p>	<p>Common Assessment:</p> <ul style="list-style-type: none"> Analyzing Narrative Fiction <p>Summative:</p> <ul style="list-style-type: none"> Tests and quizzes Visual Essay* Socratic Seminar Questions <p>Formative:</p> <ul style="list-style-type: none"> Test and quizzes Socratic Discussions Guided Notes essay drafting Web-research and evaluation Peer editing Collaborative learning groups Textual annotations Discussion leader Literary Circles Close reading 	<p>6.1.12.D16a</p> <p>Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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	<p>How does the reader determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>?</p>	<p>organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a</p>	<p>ideas develop and interact over the course of a text.</p> <p>RL6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning</p>	<p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RI.11-12.9 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.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The</p>	<p>is requiring the reader to make an inference as to what is really meant. Recognize when authors use literary techniques to shape the content and style of a text.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance treat similar themes or topics. Analyze how the viewpoint of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Determine the purpose behind the creation of documents of historical and literary significance. Explain the themes, purposes, and rhetorical features in documents of historical or literary significance. Identify and evaluate significant documents including primary source</p>			
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		<p>variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of</p>	<p>as well as the relevance and sufficiency of the evidence.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W4: Produce clear and coherent writing in</p>	<p>Federalist, presidential addresses).</p> <p>W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>documents. Write information while maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions, and syntax, and a concluding statement/section that supports the information presented.</p> <p>Recognize when the text is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts. Choose a topic and identify and select the most significant and relevant information to develop and share with my audience. Determine the structure that will organize complex ideas so that each new element builds on what precedes it. Analyze the information, identify domain-specific vocabulary for a topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using the appropriate structure.</p>			
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		<p>language to acquire, clarify, and appropriately use vocabulary</p>	<p>which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in</p>	<p>W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2F Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Identify the writing style that best fits the task, purpose, and audience. Use organizational/formatting structures to develop writing ideas. Compose a clear and logical piece of writing that demonstrates an understanding of a specific writing style.</p> <p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be</p>			
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			<p>a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing</p>	<p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works,</p>	<p>attempted.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p>			
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			<p>meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>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</p>	<p>including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>	<p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper.</p>			
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			in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	<p>SL.11-12.2.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.4.A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases. Acquire and use college and career readiness level academic and domain-specific</p>			
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				<p>L.11-12.4.C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage</p> <p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.				
Unit 8: From Modernism to Now / 4-6 Weeks	How does a reader analyze the impact of the author's choices regarding how to develop and relate elements of a drama? How does the reader cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining	Analyzing texts for structure, purpose, and viewpoints allows an effective reader to gain insight and strengthen understanding. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats. Effective readers use a variety of strategies to make sense of the ideas and	RL4: 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. RL5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene,	RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.) RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and explain how using language in a new way creates an engaging overall effect. Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of the text. Determine how an author chose to structure specific parts of a text. Analyze specific parts of the text and explain how the individual parts fit into the overall structure. Analyze how an author's	Common Assessment: <ul style="list-style-type: none">• In-Class essay Summative: <ul style="list-style-type: none">• Tests and quizzes• Visual Essay• Socratic Seminar Questions Formative: <ul style="list-style-type: none">• Test and quizzes• Socratic Discussions• Guided Notes• essay drafting• Web-research and evaluation• Peer editing• Collaborative learning groups• Textual annotations• Discussion leader• Literary Circles• Close reading	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.	CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance productivity CRP12. Work productively in teams while using cultural global competence.

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	<p>where the text leaves matters uncertain?</p> <p>How does a reader apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening?</p>	<p>details presented in text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry,</p>	<p>or stanza) relate to each other and the whole.</p> <p>RL6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL9: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL10: Read and comprehend complex literary and informational texts independently and proficiently</p>	<p>RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p> <p>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.</p> <p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level</p>	<p>choice of structuring specific parts of a text affects the overall meaning. Analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.</p> <p>Identify an author's viewpoint in a text. Analyze words stated directly in a text and determine when an author is requiring the reader to make an inference as to what is really meant. Recognize when authors use literary techniques to shape the content and style of a text.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance treat similar themes or topics. Analyze how the viewpoint of an author impacts his/her approach to a theme or topic found in a particular time period.</p>			
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		<p>and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an</p>	<p>with scaffolding as needed.</p> <p>RI8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research</p>	<p>or above.</p> <p>RI.11-12.8 Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>W.11-12.6 Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the</p>	<p>Recognize when the text I am reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts.</p> <p>Identify technology that will help produce, publish, and update individual or shared writing products. Determine the most efficient technology medium to complete the writing task. Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p>			
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		audience via the use of visual displays, technology, and the appropriate use of language.	process, based on focused questions, demonstrating understanding of the subject under investigation.	inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism.			
		Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.	W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).	Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.			
		Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9.A Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works,				

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			<p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>SL2: Integrate and evaluate information presented in</p>	<p>including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>	<p>Determine a writing format/ style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine</p>			
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			<p>diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas</p> <p>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.</p> <p>SL5: Make strategic use of digital</p>	<p>SL.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone</p>	<p>when additional information or research is required.</p> <p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p> <p>Define viewpoint of the speaker about the situation/topic being presented Determine a speaker's viewpoint and explain his/her reasoning. Define rhetoric. Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p>			
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			<p>media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L3: Apply knowledge of language to</p>	<p>used.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1.A Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Address alternative or opposing perspectives in my presentation.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that require a formal structure.</p>			
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			<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>L5: Demonstrate understanding of word</p>	<p>L.11-12.3A Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Identify how language functions in different</p>			
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			<p>relationships and nuances in word meanings.</p> <p>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.</p>	<p>L.11-12.4.D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6 Acquire and use accurately 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 considering a word or phrase important to comprehension or expression.</p>	<p>contexts.</p> <p>Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>Explain that syntax refers to how words are arranged to form sentences.</p> <p>Identify regular and irregular syntax.</p> <p>Write using varied syntax and consult references for guidance as needed.</p> <p>Recognize that writers creatively employ varied/irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Break words into units to infer their meaning.</p> <p>Use patterns of word changes to determine a word's meaning or part of speech.</p> <p>Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Define and identify forms</p>			
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					<p>of figurative language. Interpret figures of speech and analyze their role overall in the text. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases. Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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