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Art of Communication and Persuasion (D)

Delaware Valley Regional / 2021-2022 / Grade 11 / English Language Arts / Art of Communication and Persuasion

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Monday, September 20, 2021, 4:56PM

Unit	Content	Objectives	Assessments	Standards	Resources
<p>Vocab, Test Prep, Writing, Listening & Speaking (Week 22, 18 Weeks)</p>	<p>This unit extends throughout the school year and is integrated with other units and activities. The online Membean program will be used by students to train and quiz on individualized vocabulary lists. Students will take part in standardized testing preparation for NJ state testing, SAT, ACT, Accuplacer, and/or AP testing by exploring a variety of texts and practice materials. Students will fulfill standards related to listening, speaking, and writing regularly throughout the course.</p>	<p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words. SWBAT use context as a clue to the meaning of words. SWBAT spell correctly. SWBAT identify and correctly use patterns of word changes that indicate different meanings or parts of speech. SWBAT consult reference materials to find pronunciation, meanings, parts of speech, or etymology. SWBAT verify definitions. SWBAT demonstrate understanding of word relationships and nuances in word meanings. SWBAT analyze nuances in the meaning of words with similar denotations. SWBAT acquire and use a range of academic words. SWBAT demonstrate independence in gathering vocabulary knowledge SWBAT Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as</p>	<p>Formative: Membean Training Other written assessments Summative: Membean Quiz Quiz Summative: Standardized Testing Standardized Test Summative: Timed Writings (Standardized Testing Prep) Expository Essay Formative: Discussion Participation</p>	<p>NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills NJ: End of Grade 12 9.2 Career Awareness, Exploration, Preparation, and Training Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific</p>	<p>Membean.com TedED CommonLit NoRedInk College Board websites/resources ACT website/resources Xello Naviance Nepris Other appropriate resources</p>

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		<p>inferentially, including determining where the text leaves matters uncertain. SWBAT Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text. SWBAT Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. SWBAT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). SWBAT Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p>		<p>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>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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, and provide an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	

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		<p>SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>SWBAT Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>SWBAT Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>SWBAT Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SWBAT Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion</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>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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. (e.g., Shakespeare as well as other authors.)</p> <p>NJLSA.R5 Analyze the structure of texts,</p>	

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		<p>differs from that of a newspaper).</p> <p>SWBAT Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>SWBAT Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>SWBAT Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>SWBAT 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>SWBAT Initiate and participate effectively in a range of collaborative discussions (one-on-one, in</p>		<p>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>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>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</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>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media,</p>	

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		<p>groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SWBAT 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>SWBAT Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student-developed rubric) and assign individual roles as needed.</p> <p>SWBAT Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SWBAT Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify</p>		<p>including visually and quantitatively, as well as in words.</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 each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</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>Range of Reading and Level of Text Complexity</p>	

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		<p>own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SWBAT Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SWBAT 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>SWBAT 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>SWBAT Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SWBAT Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SWBAT Adapt speech to a variety of contexts and communicative tasks,</p>		<p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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 (see Appendix A) or above with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Reading: Informational Text Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.11-12.1. Accurately cite strong and thorough</p>	

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		<p>demonstrating command of formal English when indicated or appropriate.</p> <p>SWBAT Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>SWBAT Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>SWBAT 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>SWBAT 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</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>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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>	

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		<p>of the discipline in which they are writing. SWBAT Provide a concluding paragraph or section that supports the argument presented. SWBAT 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>Cross-curricular standard: 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>		<p>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</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</p>	

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				<p>makes points clear, convincing, and engaging.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a 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>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</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>Range of Reading and Level of Text Complexity NJLSA.R10 Read and</p>	

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				<p>comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	

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				<p>reasoning and relevant and sufficient evidence.</p>	
				<p>W.11-12.1a. 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. 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.11-12.1c. 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</p>	

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				<p>claim(s) and counterclaims.</p> <p>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 are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	

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				<p>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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 more texts from the same period treat similar themes or topics”).</p>	
				<p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g.,</p>	

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				<p>The Federalist, presidential addresses]”).</p> <p>Range of Writing NJLSA.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>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>Speaking and Listening Comprehension and Collaboration NJLSA.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>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-</p>	

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				<p>one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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>	
				<p>SL.11-12.1c. 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</p>	

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				<p>promote divergent and creative perspectives.</p> <p>SL.11-12.1d. 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>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of</p>	

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				<p>evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
				<p>Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	
				<p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements)</p>	

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				<p>in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1a. Apply the understanding that usage is a matter of convention,</p>	

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				<p>can change over time, and is sometimes contested.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2a. Observe hyphenation conventions.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJLSA.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>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully</p>	

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				<p>when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>Vocabulary Acquisition and Use NJLSA.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>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4a. 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>	

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				<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 determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
				<p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
				<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
				<p>L.11-12.5a. Interpret figures of speech (e.g.,</p>	

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				<p>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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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</p>	

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				<p>comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p> <p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</p> <p>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify</p>	

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				<p>and use strategies to improve expression in conventional language.</p> <p>L.6.2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Introduction X to Public Speaking</p>	<p>Students are introduced to the basic skills of public speaking (voice projection,</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Discuss the expectations of the course. 	<p>Formative: Analyzing Safire Participation</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Writing</p>	<p>Core Texts: Safire's "8 Qualities of Great Speeches" Susan B. Athony's Women's Suffrage Speech</p>

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(Week 22, 2 Weeks)	<p>eye contact, speech writing, etc.) as well as Safire's 8 Qualities of Great Speeches. Students will analyze 2 inauguration addresses from U.S. Presidents of their choosing by annotating the text of the speech as well as watching the footage of the speech when possible. Students will then consider how these speeches served as an introductory speech to the U.S. citizens, and they will then emulate that style of speaking in an introductory speech to the class. This speech will serve as an ice-breaker for the class, allowing the students to get to know each other and develop trust in</p>	<ul style="list-style-type: none"> • Develop an understanding of William Safire's 8 Qualities of "Great" Speeches • Introduce him/herself to the class • Set goals for the rest of the course as well as a plan for how he/she will meet those goals 		<p>NJLSA.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>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>American Rhetoric: Top 100 Speeches: https://www.americanrhetoric.com</p> <p>1 Speech of the teacher's choosing, and 1 of the students' choosing:</p> <p>George W. Bush:</p> <p>Barack Obama:</p> <p>Donald Trump: Speech of Introduction text (Susan B. Anthony) .docx Public Speaking Rubric.docx William Safire Qualities of Public Speaking.pdf William Safire's 8 Qualities of Great Speeches.pdf</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>one another. Public speaking can be stressful for young students, so it is important that this class is supportive of all of its students.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>X Impromptu Speeches (Week 23, 2 Weeks)</p>	<p>The second unit is designed to reinforce the skills from the Speeches of Introduction. Impromptu speeches are some of the most stressful ones for students, but the skill is imperative as there is not</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Develop confidence in front of an audience. • Practice speaking without a script. • Practice speaking on a variety of topics, both familiar and unfamiliar. • Continue to apply Safire's 8 Qualities 	<p>Summative: Speech Speech</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Speaking and Listening Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners,</p>	<p>Core Text: Lou Gehrig's "Luckiest Man" speech Public Speaking Rubric.docx Impromptu Speeches text (Lou Gehrig).pdf</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>always time to prepare a speech for certain events. Students will study Lou Gehrig's "Luckiest Man" speech and consider how he utilizes public speaking skills to address a large audience. This unit will also make students aware of the impact of verbal pauses on their credibility as speakers. The students will be asked to speak to the class on a randomly assigned topics/scenarios (i.e. You are accepting an award at a sports banquet). The assessment will focus on the students' demonstration of skills, not the content of the speeches.</p>	<p>as appropriate for this style of speaking.</p>		<p>building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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> <p>SL.11-12.1c. 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.11-12.1d. Respond thoughtfully to diverse</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
				<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p data-bbox="1276 180 1577 488"> Language Conventions of Standard English NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. </p> <p data-bbox="1276 513 1562 691"> L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. </p> <p data-bbox="1276 716 1577 894"> L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. </p> <p data-bbox="1276 919 1577 1130"> NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. </p> <p data-bbox="1276 1154 1577 1333"> L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. </p> <p data-bbox="1276 1357 1482 1414"> L.11-12.2b. Spell correctly. </p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p>X How-To Speeches (Week 25, 2 Weeks)</p>	<p>The third unit asks students to expand the focus of their speaking beyond themselves and to focus more on their audience. The How-To Speech is a classic introductory speech that asks students to consider how to relate information that they know to an audience who may not have the same knowledge. They will need to consider organization, clarity, pacing, and visual aspects of public speaking. This unit will analyze various TED Talks in order to take note of how these speakers capture their audiences and how they share</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Prepare a detailed speech that instructs the audience how to perform a task. • Further develop his/her speaking skills and confidence in front of an audience. • Advance his/her ability to speak without preparation to an audience. 	<p>Formative: Peer Review Participation Summative: How-to Speech How-To Speech Assignment.pdf</p>	<p>Copyright © State of New Jersey, 1996 - 2020.</p> <p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Writing Text Types and Purposes NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1b. 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.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the</p>	<p>Core Texts: TED Talks of the students' choosing How -To Speech text (JFK).pdf</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>their information with the crowd. Students will then have to present a task to the class, along with a demonstration of that task, by the end of the unit.</p>			<p>relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>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 are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJLSA.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>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>organization, and analysis of content.</p> <p>W.11-12.2a. 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.11-12.2b. 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.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>Speaking and Listening Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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> <p>SL.11-12.1c. 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.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
				<p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJLSA.SL4 Present</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>demonstrating command of formal English when indicated or appropriate.</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>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
				<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</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.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Usage, Garner's Modern American Usage) as needed.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJLSA.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>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	
				<p>Vocabulary Acquisition and Use NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
				<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	
				<p>L.11-12.4d. 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>NJSLSA.L5 Demonstrate understanding of word relationships and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>nuances in word meanings.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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;</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Persuasive Speeches and Research (Week 27, 3 Weeks)</p>	<p>The persuasive speech unit will begin the focus on Aristotle's 3 Appeals to Reason. Students will perform analyses of various commercials and film commercials to understand how the appeals can be utilized by writers in order to have an</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Discuss and practice using Aristotle's 3 Appeals to Reason (Ethos, Pathos, and Logos). • Analyze how the 3 Appeals interact with Safire's 8 Qualities of "Great" Speeches. • Develop a more methodical approach to building arguments, both spoken and written. 	<p>Formative: Research Expository Essay Summative: Speech Speech</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <p>Reading: Informational Text</p> <p>Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to</p>	<p>Core Texts: Martin Luther King, Jr.'s "I Have a Dream" speech Aristotle's Appeals to Reason Persuasive Speech text (MLK).docx</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>impact on their audience.</p> <p>The unit then shifts to a study of Martin Luther King, Jr.'s "I Have a Dream" speech. As one of the most well-known speeches in American history, and as one of the best examples of a persuasive speech, students should be sure to study the speech in its entirety. Students will identify King's use of the appeals and determine the effect King intended these lines to have upon the country.</p> <p>Students will end the unit by selecting a topic that they wish to develop a thesis around, conducting the appropriate research, and writing a</p>	<ul style="list-style-type: none"> • Discuss how skills from this unit will aid their writing, especially thesis development. • Practice researching skills for both the pros and cons of an argument. 		<p>support conclusions drawn from the text.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>persuasive speech that utilizes the appeals in order to support their thesis. Students will be required to complete and outline and works cited as part of the English class component of the course.</p>			<p>individuals, ideas, or events interact and develop over the course of the text.</p> <p>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	
				<p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a 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>Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Writing</p> <p>Text Types and Purposes</p> <p>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. 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. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	
				<p>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.</p>	
				<p>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 are writing.</p>	
				<p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
				<p>NJLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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.11-12.2b. 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.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</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, suspense, growth, or resolution).</p>	
				<p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>subject under investigation.</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>NJLSA.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.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>building on others' ideas and expressing their own clearly and persuasively.</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>	
				<p>SL.11-12.1c. 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.11-12.1d. Respond thoughtfully to diverse</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>points of emphasis, and tone used.</p>	
				<p>Presentation of Knowledge and Ideas NJLSA.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>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>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and evidence and to add interest.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>Vocabulary Acquisition and Use NJSLSA.L4 Determine or clarify the meaning</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	
				<p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
				<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Debate X (Week 29, 3 Weeks)</p>	<p>This unit focuses on taking the persuasive speech to the next level by</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Formulate arguments using 	<p>Summative: Debate Speech</p>	<p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u></p>	<p>Core Texts: Lincoln-Douglas Debates Novice Lincoln Douglas Debate Curriculum.pdf</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>incorporating aspects of the impromptu speech through the art of debate. Students will study the Lincoln-Douglas style of debating through resources from the National Forensics League. Students will watch and review recorded debates, analyzing and discussing what techniques the debaters use during their arguments. They will then work with a partner to research a prepare for a debate. They will then partake in a Lincoln-Douglas style debate with their peers serving as the judges.</p>	<p>Safire's 8 Qualities and Aristotle's 3 Appeals.</p> <ul style="list-style-type: none"> • Receive immediate feedback on the strength of their arguments based on the back and forth of the debate. • Improve their impromptu speaking skills by countering their opponents' arguments. • Develop stronger research skills and further their knowledge of Del Val's databases. • Research current issues and develop personal stances on them based on their findings. • Further establish an understanding of the importance of considering counterarguments when constructing thesis statements. 		<p>Reading: Informational Text Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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</p>	<p>Lincoln Douglas Debate Textbook.pdf</p>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>objective summary of the text.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>defines faction in Federalist No. 10).</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</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>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a 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>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>presented in diverse formats and media, including visually and quantitatively, as well as in words.</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>Writing Text Types and Purposes NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
				<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	
				<p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p data-bbox="1276 180 1562 298">create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p data-bbox="1276 323 1577 808">W.11-12.1b. 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 data-bbox="1276 833 1570 1192">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.</p> <p data-bbox="1276 1216 1577 1458">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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p data-bbox="1276 180 1577 240">multimedia when useful to aiding comprehension.</p> <p data-bbox="1276 261 1577 594">W.11-12.2b. 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 data-bbox="1276 618 1577 886">W.11-12.2c. 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 data-bbox="1276 911 1577 1122">W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p data-bbox="1276 1146 1577 1357">W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p data-bbox="1276 1382 1577 1463">W.11-12.2f. Provide a concluding statement or section that follows from</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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),</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>Research to Build and Present Knowledge NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</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>NJLSA.W8 Gather relevant information from multiple print and digital sources, assess</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</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>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>Speaking and Listening</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Comprehension and Collaboration NJLSA.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>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p>	
				<p>SL.11-12.1c. 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.11-12.1d. 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>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
				<p>SL.11-12.2. Integrate multiple sources of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJLSA.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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>Vocabulary Acquisition and Use NJLSA.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>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>X Integrating Technology (Week 31, 3 Weeks)</p>	<p>The sixth unit incorporates the use of technology during a speech. Students will learn how to build an effective</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Integrate technology (Keynote) into their presentations. Utilize their technology in an 	<p>Summative: Power Point Presentation Personal Project</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <hr/> <p>Reading: Informational Text Key Ideas and Details NJLSA.R1 Read closely to determine</p>	<p>Core Texts: Winston Churchill Speeches: https://www.nationalchurchillm.com ... Selections from Demetri Martin Stand up How to Give a PPP.ppt</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>PowerPoint presentation, practice using the presentation as a tool rather than a crutch, and present their own presentation to the class on a topic of their choosing. Students will begin to design their speeches around the many concepts that we have studied thus far. These speeches can be persuasive, instructive, or personal. The assessment of this speech will be on the design and use of technology during the presentation, as well as the use of proper public speaking techniques.</p>	<p>effective and meaningful manner.</p> <ul style="list-style-type: none"> • Consider, from an audience's standpoint, the pitfalls of using technology improperly as a speaker. • Create Keynote presentations that are both professional looking and functional for an oral presentation. • Develop and understanding of how technology can both help and hinder a presentation. • Improve their awareness of their own eye contact with the audience. 		<p>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>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>interact over the course of a 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>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>chapter, scene, or stanza) relate to each other and the whole.</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>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a 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>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Writing</p> <p>Text Types and Purposes</p> <p>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. 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.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.11-12.1d. 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 are writing.</p>	
				<p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
				<p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
				<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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.11-12.2b. 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.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>NJLSA.W8 Gather relevant information</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</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>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p>	
				<p>SL.11-12.1c. 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.11-12.1d. 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>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJLSA.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>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and to comprehend more fully when reading or listening.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>Vocabulary Acquisition and Use NJLSA.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>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.11-12.4c. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4d. 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>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>Language Progressive Skills</p>	
				<p>L.3.3a. Choose words and phrases for effect.</p>	
				<p>L.6.3b. Maintain consistency in style and tone.</p>	
				<p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>eliminating wordiness and redundancy.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Interviews X (Week 33, 2 Weeks)</p>	<p>Probably the most real-world example of the class, students will practice the art of the interview. They will study not only how to answer questions in an interview setting, but they will also practice writing interview questions so that they can both sides of the conversation. Students will develop resumes that they will be able to use beyond the class, and they will practice interviewing for a job that they would actually want to have in the future. In preparation, they will study film of</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Discuss the expectations an interviewer has of an interviewee • Practice answering a variety of interview questions (as developed by Forbes Magazine) • Create a resume that will be used for both the class and real world applications • Develop confidence speaking in one-on-one, high risk situations • Focus on their posture as well as their words, making them more well-rounded public speakers. 	<p>Summative: Interview Group Project</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <p>Writing</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>Core Texts: Forbes 100 Most-Common Interview Questions: https://www.forbes.com/sites/j. ..</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>interviews and Forbes' "How To Ace The 50 Most Common Interview Questions."</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>building on others' ideas and expressing their own clearly and persuasively.</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.11-12.1c. 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>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>points of emphasis, and tone used.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language Progressive Skills</p> <p>L.3.3a. Choose words and phrases for effect.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Media Commentar <u>Xy</u> (Week 35, 1 Week)</p>	<p>The Media Commentary unit will combine skills learned from the interview and the impromptu units, as well as introduce the students first taste of theatrics. To be a commentator, a speaker needs to be able to be knowledgeable (logos) as well as entertaining. This unit is meant to help students caricature themselves and emphasize the traits of their personalities that make them memorable and/or engaging to listen to. They will then have to</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Develop an understanding of what makes them interesting and entertaining. • Practice combining entertainment with instruction. • Emphasize the importance of the relationship between Logos and Ethos. • Continue developing their abilities to speak without practice or prompting. • Discuss public speaking applications to the entertainment industry. 	<p>Summative: Speech Speech Formative: Discussion/Viewing Participation</p>	<p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Speaking and Listening Comprehension and Collaboration NJLSA.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>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>Core Texts: Student-selected materials</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>combine the entertainment with knowledge of a particular subject area (sports, YouTube, etc.). This unit will be a great transition out of the formal speaking an into the entertainment units (Stand-up Comedy).</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> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas NJLSA.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>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>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and evidence and to add interest.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Vocabulary Acquisition and Use NJLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
				<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	
				<p>L.11-12.4a. 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>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
				<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	
				<p>L.11-12.5a. Interpret figures of speech (e.g.,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>hyperbole, paradox) in context and analyze their role in the text.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>X Stand-up Comedy (Week 35, 3 Weeks)</p>	<p>Stand-up Comedy is an often overlooked form of public speaking, and one of the most difficult to master. Speaking in front of an audience is difficult as it is, but to stand before an audience that expects you to make them laugh is nerve wracking. Where the Media Commentary unit left off, this unit is a study of some of the world's most successful comics to discuss how to relate to an audience and how to properly incorporate humor into one's speaking. Where some of the</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Study film to discuss ways to interact with one's audience. • Discuss how to write speeches that relates to the entire audience, not simply a minority. • Practice incorporating humor into presentations in an effective and appropriate manner. • Discuss anxiety coping techniques and the causes of anxiety when speaking in public. • Experiment with incorporating personal anecdotes into public speaking to emphasize Aristotle's 3 Appeals. 	<p>Formative: Speech Speech</p>	<p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u></p> <p>Writing Text Types and Purposes NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1c. 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.</p> <p>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)</p>	<p>Core Texts: Selections from <i>Improv Comedy Jam</i></p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>other units have focused on more practical applications of public speaking, this unit will focus on the creative side. It will also serve as an exercise in dealing with anxiety as we discuss techniques to help calm down before speaking.</p>			<p>while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, 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>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	
				<p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>NJLSA.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.</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>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</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> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.11-12.1d. 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>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJLSA.SL3 Evaluate a speaker's point of view,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJLSA.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>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>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Toasts X (Week 37, 1 Week)</p>	<p>For this unit, students will study the often-intimidating art of comedy and how it applies to The Toast.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> Reflect on their achievements during the course through 	<p>Formative: Toast Speech</p>	<p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Writing NJLSA.W2 Write informative/explanatory</p>	<p>Core Texts: FDR's Day of Infamy Speech</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>Students will study professional comedians to learn about how to use comedy in their own speeches. Students will discuss different genres of comedy, and they will review video footage of various Toasts, noting the strengths and weaknesses of those toasts. The students will then organize and host an event for the class during which they will write and deliver a Toast to one of their peers.</p>	<p>self-reflection and Peer Conferences.</p> <ul style="list-style-type: none"> • Analyze film to determine what attributes make Toasts successful and unsuccessful. • Determine how to appropriately incorporate humor into formal speaking. • Discuss proper manners at a formal event. • Differentiate between a Toast and a Roast, and when each style of speaking is appropriate. 		<p>texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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.11-12.2b. 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	
				<p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	
				<p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
				<p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
				<p>NJSLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>mystery, 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>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>Speaking and Listening</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Comprehension and Collaboration NJLSA.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>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p>	
				<p>SL.11-12.1c. 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.11-12.1d. 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>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
				<p>SL.11-12.2. Integrate multiple sources of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	
				<p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	
				<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
				<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	
				<p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
				<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	
				<p>L.11-12.2b. Spell correctly.</p>	
				<p>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Benchmark Assessment: Farewell Address (Week 38, 2 Weeks)</p>	<p>As the semester comes to an end, students will write a speech that utilizes all of the skills that have been covered over the course. They will write a farewell address that focuses on their personal growth as public speakers, their personal accomplishments and their peers' accomplishments, and how they intend to apply these skills to their lives going forward. This speech may or may not have an accompanying PowerPoint,</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> • Demonstrate their knowledge of this course's public speaking techniques. • Share their experiences/memories with the class in a formal setting. • Reflect upon their personal growth throughout the course and how they'll use what they have learned in the future. 	<p>Benchmark Assessment: Farewell Speech</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</p> <p>Writing</p> <p>Text Types and Purposes</p> <p>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or</p>	<p>Core Text: Mark Antony speech (from <i>Julius Caesar</i> by William Shakespeare) MLK's "I Have a Dream" Speech</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>depending on the tone that the student wishes to set for this speech.</p>			<p>opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. 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.11-12.1c. 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.</p> <p>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. 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.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, 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>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>single sitting or a day or two) for a range of tasks, purposes, and audiences.</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>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>	
				<p>SL.11-12.1c. 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.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</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>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</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>Presentation of Knowledge and Ideas NJLSA.SL4 Present</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>demonstrating command of formal English when indicated or appropriate.</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>Language</p> <p>Conventions of Standard English</p> <p>NJSLSA.L1</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>punctuation, and spelling when writing.</p>	
				<p>L.11-12.2b. Spell correctly.</p>	
				<p>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>	
				<p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	
				<p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
				<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>nuances in word meanings.</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>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.3.3a. Choose words and phrases for effect.</p> <p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>L.4.3b. Choose punctuation for effect.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	