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## Composition & Literature I (C)

Delaware Valley Regional / 2021-2022 / Grade 11 / English Language Arts / Composition & Literature I

Unit	Content	Objectives	Assessments	Standards	Resources
<b>Fiction Texts</b> (Week 3, 36 Weeks)	An exploration of British literature.		<b>Formative:</b> <b>Reading Check ins</b> <b>Other oral assessments</b> <b>Summative:</b> <b>Independent Reading Project</b> <b>Personal Project</b>	<b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b> <b>Reading: Literature</b> <b>Craft and Structure</b> <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>  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.)  <b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b>  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,	<b>Core Texts:</b> Fiction texts will be incorporated throughout the year. This can include either independent reading books or selected texts such as: <i>Jane Eyre</i> by Charlotte Bronte, <i>Hamlet</i> , by William Shakespeare, <i>The Awakening</i> by Kate Chopin, <i>1984</i> by George Orwell  Independent Reading would be chosen using the following resources: <ul style="list-style-type: none"><li>• Destiny Discovery</li><li>• Sora</li><li>• The Book Request form from the Media center</li></ul>

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				<p>sarcasm, irony, or understatement).</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Reading: Informational Text Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p>	

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				<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><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Speaking and Listening Comprehension and Collaboration</b>  <b>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.</b></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</p>	

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				<p>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><b>NJ: 2017 SLS: Social and Emotional Learning</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Competencies</b>  <b>Self-Management</b></p> <p>Understand and practice strategies for managing one's own emotions, thoughts and behaviors</p> <p>Recognize the skills needed to establish and achieve personal and educational goals</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>What's College For?</b>  <i>(Week 1, 10 Weeks)</i></p>	<p>Students will work on their own college entrance responses.</p>	<p><b>Students will be able to:</b>  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><b>Formative: Reading Check</b>  <b>Other written assessments</b>  <b>Summative: Rhetorical Analysis Essay</b>  <b>Expository Essay</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence</b></p>	<p><b>CORE TEXTS:</b> Unless otherwise noted, all texts can be found in <i>They Say, I Say, 5th Edition</i></p> <ul style="list-style-type: none"> <li>• "Should Everyone Go to College?" Owen and Sawhill (488)</li> <li>• "Are Too Many People Going to</li> </ul>

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		<p>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>3. 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>4. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>5. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>6. 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><b>when writing or speaking to support conclusions drawn from the text.</b></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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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>College?" Murray (506)</p> <ul style="list-style-type: none"> <li>• "Two Years Are Better Than Four," Liz Addison (401) (Optional)</li> <li>• "Why We Need to Keep the 'Community' in Community Colleges Clark (531)</li> <li>• "Hidden Intellectualism," Gerald Graff (548)</li> <li>• "Generation Stress: The Mental Health Crisis on Campus" Burwell (556)</li> <li>• "The Student Loan Trip: When Debt Delays Life" Lehman (567)</li> </ul> <p><u>Out-of-Class Essay Prompt:</u> For this assignment, you will take one of the texts that we have read and discussed, and you will <b>make an argument about how the text is designed to affect its audience.</b> Minimum of 4 pages in length.</p> <p><u>College Application Essay (Seniors Only):</u> Brainstorm, write, revise, and edit college essay (potential workshops and info</p>

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		<p>7. 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>8. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p>		<p><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b></p> <p>RL.11-12.8. (Not applicable to literature)</p> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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</p>	<p>attached) based on provided prompts from Common App or prompt from college of their choice</p>

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				<p>complex analysis; provide an objective summary of the text.</p> <p><b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></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><b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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>	

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				<p><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></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><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts,</p>	

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				<p>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 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><b>NJSLSA.W2 Write informative/explanatory texts to examine and convey</b></p>	

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				<p><b>complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></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.11-12.2c. 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.11-12.2e. 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</p>	

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				<p>the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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><b>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></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>	

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				<p><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></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><b>Research to Build and Present Knowledge</b>  <b>NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></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><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p>	
				<p>W.11-12.8. Gather relevant information from multiple</p>	

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				<p>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><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b>  <b>NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</b></p>	

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				<p><b>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></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><b>Speaking and Listening Comprehension and Collaboration NJSLA.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.</b></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>	

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				<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><b>Presentation of Knowledge and Ideas</b>  <b>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.</b></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><b>Language</b></p>	

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				<p><b>Conventions of Standard English</b>  <b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b>  <b>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.</b></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><b>NJ: 2017 SLS: Social and Emotional Learning</b></p>	

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				<p><b>NJ: All Grades</b></p> <hr/> <p><b>Competencies</b></p> <p><b>Self-Awareness</b></p> <p>Recognize one’s feelings and thoughts</p> <p>Recognize the impact of one’s feelings and thoughts on one’s own behavior</p> <p>Recognize one’s personal traits, strengths and limitations</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>Technology or Climate Change</b>  <span style="color: blue;">X</span> (Week 11, 9 Weeks)</p>	<p>Students will explore, research, and critique resources on advancements in technology and/or climate change.</p>	<p>SWBAT Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  SWBAT Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  SWBAT Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources</p>	<p><b>Formative: Reading Check</b>  <b>Other written assessments</b>  <b>Summative: Connection Essay</b>  <b>Expository Essay</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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</p>	<p><b>Teachers can choose either the Technology Unit or the Climate Change unit:</b></p> <p><b>Technology:</b>  <b>Core Texts:</b> From <i>They Say, I Say with Readings:</i></p> <ul style="list-style-type: none"> <li>• "Go Ahead: Waste Time on the Internet" by Kenneth Goldsmith (582)</li> <li>• "Has Coronavirus Made the Internet Better?" by Jenna Wortham (587)</li> <li>• "It Turns Out Our Tech Gadgets Aren't as Isolating as Experts Say" by</li> </ul>

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				<p>determining where the text leaves matters uncertain.</p> <p><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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><b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or</b></p>	<p>Nicholas Brody (593)</p> <ul style="list-style-type: none"> <li>• "How Smartphones Hijack Our Minds" by Nicholas Carr (597)</li> <li>• "Social Media: The Screen, the Brain, and Human Nature" by Justin Vinh (607)</li> <li>• "Stop Googling. Let's Talk" by Sherry Turkle (614)</li> <li>• "Google, Democracy, and the Truth about Internet Search" by Carole Cadwalladr (624)</li> <li>• "Are We Really as Awful as We Act Online?" by Agustin Fuentes (643)</li> </ul> <p><b>Climate Change: Core Texts:</b></p> <ul style="list-style-type: none"> <li>• "'We Are the Wildfire': How to Fight the Climate Crisis" by Maomi Lkein (294)</li> <li>• "Its' Time for Conservatives to Own the Climate-Change Issue" by Dan Crenshaw (303)</li> </ul>

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				<p><b>stanza) relate to each other and the whole.</b></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><b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</b></p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...].</p>	<ul style="list-style-type: none"> <li>• "Should We Be More Optimistic about Fighting Climate Change?" by Alice Chen and Vivek Murthy (309)</li> <li>• "Banning Plastic Bags Is Great for the World Right? Not So Fast" by Ben Adler (320)</li> <li>• "Choking the Oceans with Plastic" by Charles J. Moore (327)</li> <li>• "Mauna Kea: The Fight to Preserve Culture" by Sandis Edward Waiialae Wightman (333)</li> <li>• "Elevated Blood Lead Levels in Children Associated with the Flint Drinking Water Crisis" by Hanna-Attisha et al. (342)</li> <li>• "Delivering Fresh Water: Critical Infrastructure, Environmental Justice, and Flint, Michigan" by Michael R. Greenberg (368)</li> </ul>

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				<p><b>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p>	
				<p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	
				<p><b>Range of Reading and Level of Text Complexity</b>  <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	
				<p>W.11-12.1. Write arguments to support claims in an analysis of</p>	

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				<p>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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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><b>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.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.11-12.2e. 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><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>types are defined in standards 1–3 above.)</p> <p><b>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></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><b>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></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><b>Research to Build and Present Knowledge</b></p> <p><b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>of the subject under investigation.</b></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><b>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.</b></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><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b>  <b>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.</b></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><b>Speaking and Listening</b>  <b>Comprehension and Collaboration</b>  <b>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.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the investigation or complete the task.</p> <p><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></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><b>Presentation of Knowledge and Ideas</b>  <b>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.</b></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><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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><b>Language</b>  <b>Conventions of Standard English</b>  <b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>Knowledge of Language</b>  <b>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.</b></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><b>Vocabulary Acquisition and Use</b>  <b>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.</b></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><b>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.</b></p> <p>L.11-12.6. Acquire and use accurately general academic</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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><b>NJ: 2014 SLS: Technology</b>  <b><u>NJ: Grades 9-12</u></b></p> <p><b>8.1 Educational Technology</b></p> <p><b>D. Digital Citizenship:</b>  <b>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p><b>F: Critical thinking, problem solving, and decision making:</b>  <b>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</b></p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>impact on educational, career, personal and or social needs.</p> <p>Copyright © State of New Jersey, 1996 - 2020.  <a href="#">Interdisciplinary race against machine.docx</a></p>	
<p><b>What's Gender got to do with it?</b>  <i>(Week 20, 9 Weeks)</i></p>	<p>Students will explore texts from the <i>They Say, I Say</i> book and discuss the various perspectives presented.</p>	<p>SWBAT 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.  SWBAT Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds.  SWBAT Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  SWBAT develop an argumentative essay.  SWBAT read and annotate non-fiction texts.</p>	<p><b>Formative: Reaching Check</b>  <b>Other written assessments</b>  <b>Summative: Argumentative Essay</b>  <b>Expository Essay</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b><u>NJ: Grades 11-12</u></b></p> <p><b>Reading: Informational Text</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></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><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and</p>	<p><b>Core texts: <i>They Say, I Say with Readings:</i></b></p> <ul style="list-style-type: none"> <li>• "What's Gender Got to Do with It?" eds., p. 567</li> <li>• "Why Women Still Can't Have it All" by Anne-Marie Slaughter (673)</li> <li>• "Why Men Still Can't Have it All" by Richard Dornment (694)</li> <li>• "From He to She in First Grade" by Laurie Frankel (654) <b>LGBTQ+</b></li> <li>• "It's Time for 'They'" by Farhad Manjoo (660) <b>LGBTQ+</b></li> <li>• "Liberals' Astonishingly Radical Shift on Gender" by Damon Linker (666) <b>LGBTQ+</b></li> <li>• "The Coronavirus Is a Disaster for Feminism" by Helen Lewis (715)</li> <li>• "An End to Sexism in Gaming</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></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><b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or</b></p>	<p>Communities" by Sanjana Ramanathan (723)</p> <ul style="list-style-type: none"> <li>• "Why We Need Title IX Now More Than Ever" by Monica Wright (731)</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>stanza) relate to each other and the whole.</b></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><b>Integration of Knowledge and Ideas</b>  <b>NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></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><b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>  <b>(Not applicable to literature)</b></p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>opinions and dissents) and the premises [...].</p> <p><b>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.</b></p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Writing</b>  <b>Text Types and Purposes</b>  <b>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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><b>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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>appropriate to task, purpose, and audience.</b></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><b>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></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><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></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><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b>  <b>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>or two) for a range of tasks, purposes</p> <p><b>Speaking and Listening</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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><b>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></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><b>Presentation of Knowledge and Ideas</b>  <b>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the</b></p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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.</b></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><b>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p>	
				<p>L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.</p>	
				<p><b>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.</b></p>	
				<p>L.11-12.6. Acquire and use accurately 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><b>NJ: 2017 SLS: Social and Emotional Learning</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Competencies</b></p> <p><b>Self-Awareness</b></p> <p>Recognize one's feelings and thoughts</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p>Recognize one's personal traits, strengths and limitations</p> <p>Recognize the importance of self-confidence in handling daily tasks and challenges</p> <p><b>Social Awareness</b></p> <p>Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p><b>Relationship Skills</b></p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b></p> <p><b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p><b>NJ: 2014 SLS: Technology</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>8.1 Educational Technology</b></p> <p><b>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>How Can We Bridge the Differences that Divide us?</b> (Week 29, 10 Weeks)</p>	<p>This unit asks students to explore current events and issues through the main use of the <i>They Say, I Say</i> book.</p>	<p>SWBAT Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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. SWBAT Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p><b>Formative:</b> Reaching Check <b>Other written assessments</b> <b>Summative:</b> Annotated Bibliography <b>Other written assessments</b></p>	<p>Creative Commons to an original work.  Copyright © State of New Jersey, 1996 - 2020.</p> <p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b></p> <p><b>Reading: Informational Text</b> <b>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</b></p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...].</p> <p><b>Range of Reading and Level of Text Complexity</b> <b>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix</p>	<p><b>Core Texts: Essays from <i>They Say I Say</i> Textbook</b></p> <ul style="list-style-type: none"> <li>• Topic Intro, p. 245-247</li> <li>• "The 'Other Side' is Not Dumb" by Sean Blanda (380)</li> <li>• "Why America is Self-Segregating" by Danah Boyd (387)</li> <li>• "Hillbilly Elegy" by J. D. Vance (433)</li> <li>• "The New Jim Crow" by Michele Alexander (408)</li> <li>• "All Words Matter: The Manipulation behind 'All Lives Matter'" by Kelly Coryell (397)</li> <li>• "Could Black English Mean a Prison Sentence?" by John McWhorter (428)</li> <li>• "What Hillbilly Elegy Reveals about Race in Twenty-First-Century America" by Lisa R. Pruitt (451)</li> <li>• "Jobs, Crime, and Culture: The</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>A) at grade level text-complexity (see Appendix A) or above.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b>  <b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></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 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</p>	<p>Threats That Aren't" by Suketu Mehta (458)</p> <ul style="list-style-type: none"> <li>• "How Much Immigration Is Too Much? The Wrong Debate" (474)</li> </ul>

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><b>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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></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><b>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></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><b>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</b></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><b>Research to Build and Present Knowledge</b></p> <p><b>NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></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><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>W.11-12.8. Gather relevant information from multiple</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b>  <b>NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></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><b>Speaking and Listening Comprehension and Collaboration NJSLA.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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>orally) evaluating the credibility and accuracy of each source.</p> <p><b>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></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><b>Presentation of Knowledge and Ideas</b></p> <p><b>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.</b></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><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>NJ: 2017 SLS: Social and Emotional Learning</b></p> <p><b><u>NJ: All Grades</u></b></p> <p><b>Competencies</b></p> <p><b>Self-Awareness</b></p> <p>Recognize one's feelings and thoughts</p> <p>Recognize the impact of one's feelings and thoughts on one's own behavior</p> <p><b>Social Awareness</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>Recognize and identify the thoughts, feelings and perspectives of others</p> <p>Demonstrate and awareness of the differences among individuals, groups and others' cultural backgrounds</p> <p>Demonstrate an understanding of the need for mutual respect when viewpoints differ</p> <p>Demonstrate an awareness of the expectations for social interactions in a variety of settings</p> <p><b>Responsible Decision-Making</b></p> <p>Evaluate personal, ethical, safety and civic impact of decisions</p> <p><b>Relationship Skills</b></p> <p>Utilize positive communication and social skills to interact effectively with others</p> <p><b>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b>  <b>Contemporary Issues</b></p> <p>6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a "global" culture, and evaluate</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the impact on traditional cultures and values.</p> <p><b>NJ: 2014 SLS: Technology</b> <b>NJ: Grades 9-12</b></p> <hr/> <p><b>8.1 Educational Technology</b> <b>D. Digital Citizenship:</b> <b>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</b></p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>Copyright © State of New Jersey, 1996 - 2020. <a href="#">differences that divide us interdis activity .docx</a></p>	
<p><b>Vocab, Test Prep, Writing, Listening &amp; Speaking</b> <i>(Week 1, 39 Weeks)</i></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</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,</p>	<p><b>Formative: Membean Training</b> <b>Other written assessments</b> <b>Summative: Membean Quiz</b> <b>Summative: Standardized Testing</b> <b>Standardized Test</b> <b>Summative: Timed Writings (Standardized Testing Prep)</b></p>	<p><b>NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills</b> <b>NJ: End of Grade 12</b></p> <hr/> <p><b>9.2 Career Awareness, Exploration, Preparation, and Training</b> <b>Career planning requires purposeful planning based on research, self-knowledge, and informed choices.</b></p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative</p>	<p>Membean.com TedED CommonLit NoRedInk College Board websites/resources ACT website/resources Xello Naviance Nepri Other appropriate resources</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>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>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</p> <p>SWBAT Cite strong and thorough textual evidence 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.            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</p>	<p><b>Expository Essay</b>  <b>Formative: Discussion Participation</b></p>	<p>career plans based on those skills.</p> <p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>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.</b></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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>the plot or develop the theme.</p> <p>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).</p> <p>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>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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></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><b>Craft and Structure</b></p> <p><b>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.</b></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><b>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</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
		<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 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</p>		<p><b>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.</b></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><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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><b>Reading: Informational Text</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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 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</p>		<p><b>Key Ideas and Details</b></p> <p><b>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.</b></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><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></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><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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, 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</p>		<p>interact and develop over the course of the text.</p> <p><b>Craft and Structure</b>  <b>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.</b></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><b>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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>claim(s), counterclaims, reasons, and evidence.            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.            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.            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 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</p>		<p><b>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></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><b>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></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><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>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>(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><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></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 manner that anticipates the audience's</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>specific expectations for writing types are defined in standards 1–3 above.)</p> <p><b>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></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., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b>  <b>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b></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><b>Speaking and Listening Comprehension and Collaboration NJSLA.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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</b></p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>orally) evaluating the credibility and accuracy of each source.</p> <p><b>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</b></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><b>Presentation of Knowledge and Ideas</b></p> <p><b>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.</b></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><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></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><b>Language</b></p> <p><b>Conventions of Standard English</b></p> <p><b>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></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><b>NJSLSA.L2 Demonstrate command of the conventions of standard English</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>capitalization, punctuation, and spelling when writing.</b></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><b>Knowledge of Language</b>  <b>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.</b></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><b>Vocabulary Acquisition and Use</b>  <b>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</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>and specialized reference materials, as appropriate.</b></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>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><b>NJLSA.L5 Demonstrate understanding of word</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>relationships and nuances in word meanings.</b></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><b>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.</b></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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>Language Progressive Skills</b></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 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>	