

The picture can't be displayed.

# Crime and Literature (C)

Delaware Valley Regional / 2021-2022 / Mixed-Grade High School / English Language Arts / Crime and Literature

Delaware Valley Regional / 2021-2022 / Mixed-Grade High School / English Language Arts / Crime and Literature

Monday, September 20, 2021, 3:44PM

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>Benchmark Assessments</b>  <i>(Week 1, 1 Week)</i></p>	<p>The exam(s) in this course will be skill based and thematically connected to the course content.</p>	<p>SWBAT apply their understanding of crime and law to age-appropriate text.  SWBAT effectively express their ideas in writing.</p>	<p><b>Benchmark: Final Other written assessments</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <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> <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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>Crime</b> <b>X Becomes</b> <b>Literature:</b></p>	<p>We begin the year with an examination of True Crime: our</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Write an Original Fable Narrative Writing Assignment</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b></p>	<p>CORE TEXTS:</p> <ul style="list-style-type: none"> <li>• <i>True Crime: An</i></li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>The Rise of True Crime</b> (Week 1, 9 Weeks)</p>	<p>beliefs about crime, the origins of the genre, as well as how the genre changed over time and grew in popularity and prestige.</p>	<ul style="list-style-type: none"> <li>○ Define crime, and identify early influencers on our concepts of crime and criminality</li> <li>○ Identify the story types that cultures use to teach moral lessons (fairy tales, fables, parables, etc.)</li> <li>○ Create a unique fable intended to teach a specific moral</li> <li>○ Read and understand texts from a variety of time periods and contexts</li> <li>○ Utilize the journalistic "Five Ws" to summarize the content of a case</li> <li>○ Analyze the changes in purpose of stories about true crime over time</li> <li>○ Infer ideas about different characters by gathering</li> </ul>	<p><b>Guided notetaking</b> <b>Other written assessments</b> <b>Documentary Film Analysis</b> <b>Expository Essay</b></p>	<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 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>NJSLSA.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><i>American Anthology</i> by Harold Schechter</p> <ul style="list-style-type: none"> <li>• "A Jury of Her Peers" by Susan Glaspell</li> <li>• <i>In Cold Blood</i> by Truman Capote</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<ul style="list-style-type: none"> <li>○ multiple pieces of evidence</li> <li>○ Analyze how setting and characters interact by determining the impact one has on the other</li> <li>○ Compare and contrast writing styles in Glaspell's journalism vs her short story writing</li> </ul> <p><i>In Cold Blood:</i></p> <ul style="list-style-type: none"> <li>○ Study the qualities of, and the values held by the Holcomb community, and explain why setting is integral to the plot of the story.</li> <li>○ Examine how the Clutters are a representation of an educated, upwardly mobile Kansas family.</li> <li>○ Examine how the motif of mental illness functions in the novel, and</li> </ul>		<p><b>NJSLSA.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>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>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>NJSLSA.R5 Analyze the structure of texts,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>explain how it affects the thoughts and actions of certain characters.</p> <ul style="list-style-type: none"> <li>○ Discuss the relationship between Dick Hickock and Perry Smith and how the combination of their personalities led to the murders.</li> <li>○ Discuss ways in which an individual's upbringing influences his or her behavior and world outlook.</li> <li>○ Apply their understanding of the tools used to persuade Capote's audience to a segment of a film documentary - applying the textual to the visual text.</li> </ul> <ul style="list-style-type: none"> <li>● Analyze the methods used by documentary</li> </ul>		<p><b>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>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>filmmakers to persuade their audience</p> <ul style="list-style-type: none"> <li>• Conduct research on the topic of a selected documentary to determine what, if any, perspectives were not included in the film and assert a hypothesis as to why that information may not have been included</li> <li>• Compare arguments for and against publishing texts that are about real-life crimes</li> </ul>		<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><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</p>	

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

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p>	
				<p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	
				<p><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>	
				<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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 details, quotations, or other information and examples appropriate to the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	
				<p>W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p>	
				<p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	
				<p>W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
				<p><b>Production and Distribution of Writing</b>  <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b>  <b>NJLSA.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>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</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, 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>  <b>NJSLSA.SL4 Present information, findings, and supporting evidence such</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p><b>NJSLSA.L5 Demonstrate understanding of word 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><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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	
				<p><b>NJ: 2020 SLS: Social Studies</b></p>	
				<p><b><u>NJ: End of Grade 12</u></b></p>	
				<p><b>6.1 U.S. History: America in the World: Era 3. Expansion and Reform (1801–1861)</b></p>	
				<p><b>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</b></p>	
				<p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p>	
				<p>Copyright © State of New Jersey, 1996 - 2020. <a href="#">Interdisciplinary Connections - C+L - Rise of True Crime.docx</a></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>Justice, Truth, and Reporting: Serial S1 Podcast</b> (Week 9, 9 Weeks)</p>	<p>This unit is based around the first season of the <i>Serial</i> podcast. Thematically, this text covers much of the same ground as others that we have included in the sophomore curriculum in the past: human nature and relationships, the nature of evil, the subjectivity of truth. Students will listen to the episodes of the podcast mostly in class in segments, interpolated with exercises and discussions that focus on developing their critical thinking and analytical skills as well as their writing skills. The critical listening aspect is very important in preparation for engagement</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>define and discuss the meaning of "truth"</li> <li>discuss significance and determine the effect of diction choice - connotation vs. denotation and its impact on meaning</li> <li>identify and evaluate the ways in which characters are created and characterized by a storyteller</li> <li>listen critically and evaluate evidence based upon the available information and elements of the rhetorical triangle, as well as construct arguments with audience and purpose in mind</li> <li>evaluate the credibility of a source of information and assess the veracity of their information,</li> <li>make educated hypotheses about the characters in the story and their motivations based on data they cite as support,</li> <li>question the accuracy of conclusions based upon the assessment of empirical data,</li> <li>understand the significance of the</li> </ul>	<p><b>Comprehension checks and investigation notes</b> <b>Other written assessments</b> <b>Closing Arguments</b> <b>Presentation (Recorded)</b> <b>Oral Report</b> <b>Class Discussion</b> <b>Participation</b> <b>Listening Quizzes</b> <b>Quiz</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>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</p>	<p>CORE TEXT: <i>Serial: Season One</i> podcast</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>with 21st century media, which explains the emphasis on speaking and listening in the Core Content Standards. Lastly, the process of decoding information in context and reading critically are vitally important to the study of literary texts - both fiction and nonfiction. This predominantly nonfiction unit brings in real-world problems and issues and emphasizes real-world skill sets. One of the authors of the Common Core State Standards, David Coleman, specifically stated that texts that encourage students to apply their critical reading and analytical skills "like a</p>	<p>sequence in which information is presented to an audience and the impact of those choices</p> <ul style="list-style-type: none"> <li>• hypothesize a narrative that could explain a series of known events</li> <li>• Determine central ideas or themes in a text and analyze their development; summarize the key supporting details and ideas.</li> <li>• Create an oral argument that incorporates ethos, pathos, and logos in order to persuade its audience</li> </ul>		<p>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 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</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>detective,” as well as consider big-picture issues “like an investigative reporter” are precisely the types of materials that should be used to reinforce the standards we are hoping to teach.</p>			<p><b>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>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJLSA.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>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 (see Appendix A)</p>	

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJLSA.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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>for citation (MLA or APA Style Manuals).</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 or two) for a range of tasks, purposes</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 and</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJLSA.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>  <b>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>when indicated or appropriate.</p> <p><b>Language</b>  <b>Conventions of Standard English</b>  <b>NJLSA.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>NJLSA.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>L.11-12.2a. Observe hyphenation conventions.</p> <p>L.11-12.2b. Spell correctly.</p> <p><b>Knowledge of Language</b>  <b>NJLSA.L3 Apply</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJSLSA.L5 Demonstrate understanding of word 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>nonrestrictive/parenthetical elements.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.9–10.1a. Use parallel structure.</p>	
				<p><b>NJ: 2020 SLS: Social Studies</b></p> <p><b>NJ: End of Grade 12</b></p> <hr/> <p><b>6.1 U.S. History: America in the World: Era 14. Contemporary United States: Domestic Policies (1970–Today)</b></p> <p><b>Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.</b></p>	
				<p>6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p> <p><a href="#">Serial S:1 - Curriculum Unit Proposal.pages</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 1 - The Alibi.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 2 - The Breakup.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 3 - Leakin Park.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 4 - Inconsistencies.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 5 - Route Talk.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 6 - The Case Against Adnan Syed.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 7 - The Opposite of the Prosecution.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 8 - The Deal With Jay.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 9 - To Be Suspected.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 10: The Best Defense is a Good Defense.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 11: Rumors.gdoc</a></p> <p><a href="#">Transcript - Serial, Season 1, Ep. 12: What We Know.gdoc</a></p> <p><a href="#">Asia Letter 2.pdf</a></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>"Elementary": The Detective X in Fiction</b> (Week 18, 7 Weeks)</p>	<p>This unit will explore the creation of the modern detective character in early works of Poe and then its manifestation in the iconic characters of later detective fiction: Sir Arthur Conan Doyle's Sherlock Holmes and Agatha Christie's Miss Marple. We will also analyze the way the character of Sherlock Holmes has evolved in his film and TV depictions over the course of the 20th and 21st centuries, as well as how those depictions</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>consider characters and their relationships.</li> <li>delineate the characteristics of the character of the detective, as well as any differences in the various examples we study.</li> <li>infer information about characters and events when meaning is not explicitly stated.</li> <li>given the context of the stories, discuss the extent to which the story is believable. Consider the setting of the story, the murder methods, the relationships (trust or lack of trust) between the characters, and the solution.</li> <li>interpret clues from the story and speculate on possible suspects.</li> <li>critically view and compare various examples of depictions of the character of Sherlock Holmes from</li> </ul>	<p><b>A Study in _____ Comparison/Contrast Essay Expository Essay</b></p>	<p><a href="#">Asia Letter.pdf</a>  <a href="#">Denotation-Connotation Exercise.docx</a>  <a href="#">SERIAL NOTES SHEET.pdf</a>  <a href="#">Interdisciplinary Connections - C+L - Serial.docx</a></p> <p><b>NJSLS-S: Crosscutting Concepts</b>  <b>NJSLS-S: 9-12</b>  <b>Crosscutting Statements</b>  <b>1. Patterns – Observed patterns in nature guide organization and classification and prompt questions about relationships and causes underlying them.</b></p> <p>Empirical evidence is needed to identify patterns.</p> <p><b>2. Cause and Effect: Mechanism and Prediction – Events have causes, sometimes simple, sometimes multifaceted. Deciphering causal relationships, and the mechanisms by which they are mediated, is a major activity of science and engineering.</b></p> <p>Empirical evidence is required to differentiate between cause and correlation and make claims about specific causes and effects.</p>	<p>Core Text: <i>A Study in Scarlet</i> by Sir Arthur Conan Doyle</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>reflect the times in which they were created.</p>	<p>film and TV to the original character in Doyle's stories.</p>		<p>Changes in systems may have various causes that may not have equal effects.</p> <p><b>Connections to the Nature of Science: Most Closely Associated with Crosscutting Concepts</b></p> <p><b>Science is a Way of Knowing</b></p> <p>Science distinguishes itself from other ways of knowing through use of empirical standards, logical arguments, and skeptical review.</p> <p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature</b></p> <p><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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>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>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>NJSLSA.R6 Assess how point of view or purpose</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	
				<p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	
				<p>W.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>	
				<p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	
				<p><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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
				<p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	
				<p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	
				<p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJLSA.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>NJLSA.W5 Develop and strengthen writing as needed by planning,</b></p>	

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

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b>  <b>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>NJLSA.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>  <b>Conventions of Standard English</b>  <b>NJLSA.L1 Demonstrate command of the</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p><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>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>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>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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> <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 2013 Achieve, Inc. All rights reserved. Access the interactive version of the NGSS <a href="#">here</a></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>The Mystery Novel: And Then There Were None</b>  <span style="color: blue;">X</span> (Week 25, 7 Weeks)</p>	<p>Students will read, investigate, track clues, and attempt to solve the crimes described in Agatha Christie's <i>And Then There Were None</i> as well as learn about the conventions of the mystery genre.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• define vocabulary words from the story.</li> <li>• define and apply the following literary terms: epilogue, foreshadowing, imagery, inference, irony, metaphor, willing suspension of disbelief.</li> <li>• cite incidents from the story to support the following overall themes: <ul style="list-style-type: none"> <li>○ feelings of guilt can disrupt a person's life to the point where death, an end to suffering, is longed for.</li> <li>○ as people fight for their survival, civilized rules of behavior begin to erode.</li> <li>○ our system of laws does not always represent justice because some criminals are exempt from prosecution.</li> </ul> </li> </ul>	<p><b>Final Book Assessment</b>  <b>Written Test</b>  <b>Class Discussions</b>  <b>Participation</b>  <b>Literary Analysis Essay</b>  <b>Other written assessments</b>  <b>Investigation Notes</b>  <b>Other written assessments</b>  <b>Writing Character Journals</b>  <b>Narrative Writing Assignment</b>  <b>Cover Design Project</b>  <b>Visual Arts Project</b></p>	<p><a href="#">Interdisciplinary Connections - C+L - Detective.docx</a></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>9.1 Personal Financial Literacy: Planning and Budgeting</b></p> <p><b>There are ways to align your investments with your personal financial goals.</b></p> <p>9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.</p> <p><b>A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.</b></p> <p>9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals.</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</b></p>	<p><b>Core Text: <i>And Then There Were None</i>, Agatha Christie</b></p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<ul style="list-style-type: none"> <li>• discuss the extent to which this story meets the following elements present in most mystery stories:               <ul style="list-style-type: none"> <li>○ the story is like a puzzle with clues so the clever reader can unravel the mystery.</li> <li>○ a detective investigates the crime and theorizes about possible motives and suspects.</li> <li>○ the story builds suspense by casting suspicion on various characters and through unexpected twists in the plot.</li> <li>○ the final solution to the puzzle must be believable and one that is deduced from clues in the story.</li> </ul> </li> <li>• infer information about characters and events when meaning is not explicitly stated.</li> <li>• point out examples of foreshadowing in the</li> </ul>		<p><b>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> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>story, which help to cast suspicion on the characters and build suspense.</p> <ul style="list-style-type: none"> <li>• discuss the effectiveness of the nursery rhyme, which foretells the murder methods, to add suspense to the story.</li> <li>• relate details about the characters in the story, including the following: their occupations, general physical descriptions, and nature of the crime of which they are accused.</li> <li>• discuss how closely the murders follow the methods described in the nursery rhyme and point out which rhymes are ambiguous and may be misinterpreted by the characters.</li> <li>• cite incidents from the story to demonstrate how the following items add suspense to the story.</li> <li>• interpret clues from the story and speculate on possible suspects.</li> <li>• point out examples of imagery in the story including the ways Christie compares the characters to animals to define their natures.</li> </ul>		<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>  <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 stanza)</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>each version interprets the source text. (e.g., Shakespeare and other authors.)</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> <p><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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>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>Integration of Knowledge and Ideas</b>  <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><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> <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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p data-bbox="1373 180 1703 266"><b>effective selection, organization, and analysis of content.</b></p> <p data-bbox="1373 293 1703 561">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 data-bbox="1373 589 1703 948">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 data-bbox="1373 976 1703 1273">W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p data-bbox="1373 1300 1703 1419">W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and analogy to manage the complexity of the topic.</p> <p><b>NJLSA.W3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b></p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>Production and Distribution of Writing</b>  <b>NJLSA.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>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>  <b>NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, 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>  <b>NJSLSA.SL4 Present information, findings, and supporting evidence such</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</b></p> <p>L.11-12.5. Demonstrate understanding of figurative language, word</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>The Psychology of Crime</b> (Week 32, 5 Weeks)</p>	<p>This unit will delve into both the conventions of the psychological thriller through short stories, as well as the graphic novel <i>My Friend Dahmer</i>, a memoir by Derf Backderf to extend discussions on the psychology and influences of criminality.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Read and comprehend the plot, characters, motivations, and themes of a series of short stories.</li> <li>• Define and identify examples of the following: Unreliable narrator, plot twist, MacGuffin, Red Herring</li> <li>• Analyze the impact of the features of the psychological thriller genre.</li> <li>• Differentiate between the characteristics of nonfiction, autobiography, and memoir.</li> <li>• Identify the author's purpose for tackling this material, both in the '90s and now.</li> <li>• Analyze artistic and organizational choices within the graphic novel.</li> <li>• Identify and use key terminology concerning artistry and graphic novels.</li> </ul>	<p><b>Psychological Disorders in My Friend Dahmer Oral Report Analysis of Selected Visuals/Panes in Novel</b> <b>Other written assessments</b></p>	<p>comprehension or expression.</p> <p>Copyright © State of New Jersey, 1996 - 2020. <a href="#">Interdisciplinary Connections - C+L - And Then There Were None.docx</a></p> <p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b></p> <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><b>Core Text: <i>My Friend Dahmer</i>, Derf Backderf</b></p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<ul style="list-style-type: none"> <li>Evaluate the impact that visual details have on the characterization developed in the text.</li> <li>Assess the purpose and themes of the texts.</li> <li>Research and “translate” the book’s psychological terms and conditions (usually in lay-person’s language) into the actual clinical terms that forensic specialists might use</li> </ul>		<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><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>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>Reading: Informational Text</b></p> <p><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>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,</b></p>	

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
				<p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p>	
				<p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	
				<p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of 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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>Range of Writing NJLSA.W10 Write routinely over extended</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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 Comprehension and Collaboration NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 the investigation or complete the task.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJLSA.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>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJLSA.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>  <b>Conventions of Standard English</b>  <b>NJLSA.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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>understanding of syntax to the study of complex texts.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>NJLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</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),</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.L5 Demonstrate understanding of word 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;</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>	
				<p><b>Language Progressive Skills</b></p>	
				<p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
				<p><b>APA: National Standards for HS Psychology Curricula (2011)</b></p>	
				<p><b>APA: High School</b></p>	
				<p><b>Individual Variations Domain</b></p>	
				<p><b>Psychological Disorders -- CONTENT STANDARD 1: Perspectives on abnormal behavior</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>1.1 Define psychologically abnormal behavior</p> <p>1.4 Discuss how stigma relates to abnormal behavior</p> <p>1.5 Discuss the impact of psychological disorders on the individual, family, and society</p> <p>Copyright © State of New Jersey, 1996 - 2020.  <a href="#">Interdisciplinary Connections - C+L - Psychology.docx</a></p>	
<p><b>Trial &amp; Punishment:</b>  <b>X 12 Angry Men</b>  <i>(Week 37, 3 Weeks)</i></p>	<p>In this unit, we will review the parts and functioning of the United States' legal system before engaging with the play, <i>12 Angry Men</i>. Students will watch the 1954 film version and perform close readings and analysis of particular scenes of the play.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify the protagonist and the main antagonist in the play, and discuss the nature of their conflict.</li> <li>Analyze the characteristics and influences of each juror.</li> <li>Identify the dramatic climax at the end of each act.</li> <li>Obtain a deeper understanding of the United States' legal system.</li> <li>Conduct research on the American judicial system.</li> <li>Define the term "stereotype," and explain how stereotypes are used in the play.</li> </ul>	<p><b>Capital Punishment</b>  <b>Synthesis Essay</b>  <b>Expository Essay</b>  <b>Class Readings of Play</b>  <b>Dramatization</b>  <b>Comprehension</b>  <b>Quizzes</b>  <b>Quiz</b>  <b>Class Discussion</b>  <b>Other oral assessments</b>  <b>Analytical &amp; Reflective Exercises</b>  <b>Other written assessments</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 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</p>	<p><b>Core Texts:</b></p> <ul style="list-style-type: none"> <li><i>12 Angry Men</i>, Reginald Rose</li> <li><i>12 Angry Men</i> (1954), dir. Sidney Lumet</li> </ul>

Unit	Content	Objectives	Assessments	Standards	Resources
		<ul style="list-style-type: none"> <li>Define and apply the following literary terms: Conflict, Dialogue, Dramatic Irony, Exposition, Foil, Foreshadowing, Stage Directions, Symbolism</li> <li>Discuss and debate the use of capital punishment in the United States.</li> </ul>		<p>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><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,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>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>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>NJSLSA.R6 Assess how point of view or purpose</b></p>	

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.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>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p>	
				<p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	
				<p><b>Writing</b></p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJLSA.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>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,</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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> <p>W.11-12.9. Draw evidence from literary or informational</p>	

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>ideas, word choice, points of emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b>  <b>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>NJLSA.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>  <b>Conventions of Standard English</b>  <b>NJLSA.L1 Demonstrate command of the</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p><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>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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> <p><b>Language Progressive Skills</b></p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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> <p>L.6.3b. Maintain consistency in style and tone.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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><b>NJ: 2020 SLS: Social Studies</b></p>	
				<p><b><u>NJ: End of Grade 12</u></b></p>	
				<p><b>6.1 U.S. History: America in the World: Era 2. Revolution and the New Nation (1754–1820s)</b></p>	
				<p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</b></p>	
				<p>6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>Vocab, Test Prep, Writing, Listening &amp; Speaking</b> (Week 1, 39 Weeks)</p>	<p>This unit extends throughout the school year and is integrated with other units and activities. The online Membean program will be used by students to train and quiz on individualized vocabulary lists. Students will take part in standardized testing preparation for NJ state testing, SAT, ACT, Accuplacer, and/or AP testing by exploring a variety of texts and practice materials. Students will fulfill standards related to listening,</p>	<p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words. SWBAT use context as a clue to the meaning of words. SWBAT spell correctly. SWBAT identify and correctly use patterns of word changes that indicate different meanings or parts of speech. SWBAT consult reference materials to find pronunciation, meanings, parts of speech, or etymology. SWBAT verify definitions. SWBAT demonstrate understanding of word relationships and nuances in word meanings. SWBAT analyze nuances in the meaning of words with similar denotations. SWBAT acquire and use a range of academic words. SWBAT demonstrate independence in gathering vocabulary knowledge</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</p>	<p><b>Formative: Membean Training</b> <b>Other written assessments</b> <b>Summative: Membean Quiz Quiz</b> <b>Summative: Standardized Testing Standardized Test Summative: Timed Writings (Standardized Testing Prep) Expository Essay</b> <b>Formative: Discussion Participation</b></p>	<p>impact of the Supreme Court today.</p> <p>Copyright © State of New Jersey, 1996 - 2020. <a href="#">Interdisciplinary Connections - C+L - 12 Angry Men.docx</a></p> <p><b>NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills</b> <b>NJ: End of Grade 12</b> <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 career plans based on those skills.</p> <p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b> <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</b></p>	<p>Membean.com TedED CommonLit NoRedInk College Board websites/resources ACT website/resources Xello Naviance Nepris Other appropriate resources</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>speaking, and writing regularly throughout the course.</p>	<p>determining where the text leaves matters uncertain.            SWBAT Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.            SWBAT Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.            SWBAT Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).            SWBAT Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).            SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>		<p><b>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>SWBAT Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>SWBAT Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>SWBAT Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion 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</p>		<p>action is ordered, how the characters are introduced and developed).</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>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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>uses rhetorical devices to advance that point of view or purpose.            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.            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.            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.            SWBAT Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.            SWBAT Collaborate with peers to set rules for discussions (e.g.</p>		<p>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> <p><b>NJLSA.R9 Analyze and reflect on how two or more</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>and style are appropriate to task, purpose, and audience.            SWBAT Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.            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.            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 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,</p>		<p><b>Reading: Informational Text</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>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,</b></p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 (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>  <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> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				writing) while attending to the norms and conventions of the discipline in which they are writing.	
				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).	
				<b>Production and Distribution of Writing</b> <b>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>	
				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.)	
				<b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>	
				W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	
				W.11-12.9a. Apply grades 11–12 Reading standards to	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>or a day or two) for a range of tasks, purposes</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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, orally)</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJLSA.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>L.11-12.2a. Observe hyphenation conventions.</p> <p>L.11-12.2b. Spell correctly.</p> <p><b>Knowledge of Language NJLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>understanding of syntax to the study of complex texts.</p>	
				<p><b>Vocabulary Acquisition and Use</b>  <b>NJLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</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),</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.L5 Demonstrate understanding of word 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;</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<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> <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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.  L.9–10.1a. Use parallel structure.  Copyright © State of New Jersey, 1996 - 2020.	