

The picture can't be displayed.

# Gothic Literature (C)

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

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

Monday, September 20, 2021, 3:38PM

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>Vocab, Test Prep, Writing, Listening &amp; Speaking</b>  <i>(Week 1, 21 Weeks)</i></p>	<p>This unit extends throughout the school year and is integrated with other units and activities. The online Membean program will be used by students to train and quiz on individualized vocabulary lists. Students will take part in standardized testing preparation for NJ state testing, SAT, ACT, Accuplacer, and/or AP testing by exploring a variety of texts and practice materials. Students will fulfill standards related to listening, speaking, and writing regularly throughout the course.</p>	<p>SWBAT determine or clarify the meaning of unknown and multiple-meaning words.          SWBAT use context as a clue to the meaning of words.          SWBAT spell correctly.          SWBAT identify and correctly use patterns of word changes that indicate different meanings or parts of speech.          SWBAT consult reference materials to find pronunciation, meanings, parts of speech, or etymology.          SWBAT verify definitions.          SWBAT demonstrate understanding of word relationships and nuances in word meanings.          SWBAT analyze nuances in the meaning of words with similar denotations.          SWBAT acquire and use a range of academic words.          SWBAT demonstrate independence in gathering vocabulary knowledge</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:</b>  <b>Membean Training</b>  <b>Other written assessments</b>  <b>Summative:</b>  <b>Membean Quiz Quiz</b>  <b>Summative: Standardized Testing Standardized Test</b>  <b>Summative: Timed Writings (Standardized Testing Prep) Expository Essay</b>  <b>Formative: Discussion Participation</b></p>	<p><b>NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills</b>  <b>NJ: End of Grade 12</b></p> <hr/> <p><b>9.2 Career Awareness, Exploration, Preparation, and Training</b></p> <p><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></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RL.11-12.1 Cite strong and thorough textual evidence and</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>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,</p>		<p>make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words and phrases as they are used in a text, including</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>SWBAT Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>SWBAT Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>		<p>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 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</p>	
		<p>SWBAT Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SWBAT Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>			

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SWBAT Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student-developed rubric) and assign individual roles as needed.</p> <p>SWBAT Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SWBAT Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify 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>literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>Range of Reading and Level of Text Complexity</b>  <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p><b>Reading: Informational Text</b>  <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>SWBAT Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SWBAT Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SWBAT Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.</p> <p>SWBAT Adapt speech to a variety of contexts and communicative tasks, 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</p>		<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events 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,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>SWBAT Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>SWBAT Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>SWBAT Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>SWBAT Provide a concluding paragraph or section that supports the argument presented.</p> <p>SWBAT Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a</p>		<p><b>connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>day or two) for a range of tasks, purposes, and audiences.</p> <p>Cross-curricular standard: 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>		<p>effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p><b>Integration of Knowledge and Ideas</b> <b>NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</b></p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b>Range of Reading and Level of Text Complexity</b> <b>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</b></p> <p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>level text-complexity (see Appendix A) or above.</p> <p><b>Writing</b></p> <p><b>Text Types and Purposes</b></p> <p><b>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b></p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>for writing types are defined in standards 1–3 above.)</p> <p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p><b>Range of Writing</b>  <b>NJLSA.W10 Write routinely over extended time frames</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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> <p><b>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Language</b>  <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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p> <p><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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 words with similar denotations.</p> <p><b>NJLSA.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</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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> <p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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> <p>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.9–10.1a. Use parallel structure.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>X</b> <b>Benchmark Assessments</b> (Week 21, 1 Week)</p>	<p>The midterm and final for this semester-long course will require students to synthesize their understanding of gothic literature.</p>	<p>SWBAT apply gothic terms and elements into a creative work. SWBAT create a cohesive story. SWBAT utilize language, grammar, and punctuation properly and effectively.</p>	<p><b>Benchmark: MIDTERM</b> <b>Other written assessments</b> Students will write an original Gothic script to film based on their knowledge of the genre. <b>Benchmark: FINAL</b> <b>Other written assessments</b> Students will write an original Gothic story based on their knowledge of the genre.</p>	<p>Copyright © State of New Jersey, 1996 - 2020.</p> <p><b>NJ: 2016 SLS: English Language Arts</b> <b>NJ: Grades 11-12</b></p> <p><b>Writing</b> <b>NJSLSA.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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><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>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>and usage when writing or speaking.</p> <p><b>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2a. Observe hyphenation conventions.</p> <p>L.11-12.2b. Spell correctly.</p> <p><b>Knowledge of Language</b>  <b>NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJ: 2014 SLS: 21st Century Life and Careers</b>  <b>NJ: All Grades</b></p> <hr/> <p><b>Career Ready Practices</b>  <b>Career Ready Practices</b></p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p><b>Introduction to Gothic Literature</b>  <i>(Week 1, 1 Week)</i></p>	<p>This brief unit will set the tone for the course. We will discuss what Gothic Literature is, how it became popular, why it has endured to the present day, and who the figureheads of the genre are. These ideas will be discussed in addition to a brief selection from Stephen King's <i>Danse Macabre</i>.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Discuss what elements define Gothic Literature.</li> <li>• Identify modern examples of Gothic Lit.</li> <li>• Discuss the opinions of one of the most famous Gothic literary minds</li> </ul>	<p><b>Formative: Discussion Participation</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Informational Text</b></p> <p><b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>CORE TEXT:  <i>Danse Macabre</i> by Stephen King</p>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p><b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <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>Speaking and Listening Comprehension and Collaboration NJLSA.SL1 Prepare for and participate effectively in a range of conversations</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.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 that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b></p> <hr/> <p><b>D. History, Culture, and Perspectives</b>  <b>Age of Revolutions (1750-1914)</b></p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>Copyright © State of New Jersey, 1996 - 2020.  <a href="#">Intro to Gothic Lit Cross-Curricular Activity.docx</a></p>	
<p><b>Superstitions, Urban Legends, and The Jersey Devil</b>  <i>(Week 2, 3 Weeks)</i></p>	<p>This unit will focus on a local legend: The Jersey Devil. This unit will serve as a relevant stepping stone into our discussion of classic Gothic Literature as well as serving as an introduction to</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Define what an Urban Legend is.</li> <li>Discuss different Urban Legends and their popularity.</li> <li>Analyze how storytelling is used as a teaching tool (both</li> </ul>	<p><b>Formative: Student presentations of Urban Legends as Gothic Literature</b>  <b>Oral Report</b>  <b>Summative: Student-created Modern Urban Legends</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</b></p>	<p>CORE TEXT: Online Urban Legend Databases and Websites (located by students)</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>research for the course.</p>	<p>in our own and other cultures).</p> <ul style="list-style-type: none"> <li>• Research local lore and discuss its longevity.</li> <li>• Present their findings in a formal presentation (utilizing Keynote).</li> <li>• Create their own Urban Legends based on that research.</li> </ul>	<p><b>Other written assessments</b></p>	<p><b>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><b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RL.11-12.4. Determine the meaning of words and phrases</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>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.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	
				<p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	
				<p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	
				<p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	
				<p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
				<p><b>Research to Build and Present Knowledge</b>  <b>NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>NJ: 2014 SLS: Social Studies</b>  <b>NJ: Grades 9-12</b>  <hr/> <b>A. Civics, Government, and Human Rights</b>  <b>Contemporary United States (1970-Today)</b></p> <p>6.1.12.A.16.a Examine the impact of media and technology on political and social issues in a global society.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<b>Grimm's Fairy Tales</b> <i>(Week 5, 2 Weeks)</i>	This unit will transition out of the Urban Legend and into the Fairy Tale and its Gothic elements. There will be a focus on research and public speaking as students analyze the original versions of some of their favorite childhood stories.	SWBAT: <ul style="list-style-type: none"> <li>• Discuss the similarities and differences between Urban Legends and Fairy Tales.</li> <li>• Analyze the themes and lessons taught through these tales.</li> <li>• Develop original ideas and analyses on selected tales.</li> <li>• Present their ideas in small group presentations, incorporating technology to do so.</li> <li>• Discuss and analyze how/why these tales have been adapted from their original text for children.</li> <li>• Debate the ethics behind these adaptations (creative license).</li> </ul>	<b>Formative:</b> <b>Grimm's Brothers History Quiz</b> <b>Summative:</b> <b>Student-led lesson on a Fairy Tale Oral Report</b>	Copyright © State of New Jersey, 1996 - 2016. <a href="#">Urban Legend Cross-Curricular Activity.docx</a>  <b>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12</b> <b>Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>  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.  <b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course	Core Text: Snow White and the Seven Dwarfs  Supplemental Text (Selections): Rumpelstiltskin Hansel and Gretel Rapunzel Little Red Riding Hood The Frog Prince Cinderella The Raven CommonLit

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.11-12.1e. 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> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of the discipline in which they are writing.</p> <p>W.11-12.2f. 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, 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</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><b>Language</b>  <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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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.11-12.2b. Spell correctly.</p> <p><b>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b></p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>when reading, writing, speaking or listening.</p> <p><b>Vocabulary Acquisition and Use</b>  <b>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b></p> <p>L.11-12.4a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJ: 2016 SLS: Literacy in History, Social Studies, Science, &amp; Technical Subjects 6-12</b></p> <p><b><u>NJ: Grades 11-12</u></b></p> <p><b>Reading: History/Social Studies</b></p> <p><b>Key Ideas and Details</b></p> <p><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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Grimms Fairy Tales Cross-Curricular Activity.docx</a></p>	
<p><b>The Legend of Sleepy Hollow</b>  <i>(Week 7, 3 Weeks)</i></p>	<p>This unit is the class' first major work. Through this novella, we will begin to study the Gothic Double as well as focus on how setting and the time period can affect a Gothic tale. Students will be tasked with several writing assignments as well as a film study which will serve as a continuation on our discussion of Creative License from the previous unit.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Continue the discussion of Creative Licence</li> <li>• Analyze how the time period can drive the plot of a story.</li> <li>• Discuss the Gothic Double and how it can enhance the Gothic elements of a text.</li> <li>• Study how the setting plays a crucial role in any Gothic tale.</li> <li>• Analyze a film version of the story and discuss the director's interpretation of the tale.</li> <li>• Debate how classic Gothic Literature is</li> </ul>	<p><b>Formative: What is a Legend? Quiz</b>  <b>Summative: Text to Film Analysis Essay</b>  <b>Extended Essay</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature</b>  <b>Key Ideas and Details</b>  <b>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence 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>Core Texts:  The Legend of Sleepy Hollow by Washington Irving  <i>Sleepy Hollow</i> by Tim Burton  LORE Podcast</p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>presented in the modern age and whether these "updates" are appropriate.</p>		<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, and analyze how specific word choices shape meaning or tone.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>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>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>	
				<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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>SL.11-12.1c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p><b>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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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>NJ: 2014 SLS: Visual and Performing Arts</b>  <b>NJ: Grade 12</b></p> <hr/> <p><b>1.4 Aesthetic Responses &amp; Critique Methodologies</b>  <b>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance,</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>music, theatre, and visual art.</p> <p><b>A. Aesthetic Responses</b></p> <p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Sleepy Hollow Cross-Curricular Activity.docx</a></p>	
<p><b>The Selected Works of Edgar Allan Poe</b>  <i>(Week 10, 3 Weeks)</i></p>	<p>This unit will focus both on the prose and poetry of Gothic Literature. Students will study both Poe's prose and poetry, develop original thesis statements and presentations on Poe's poetry, and possibly conduct a film study based on some of Poe's work (The Raven).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Discuss the similarities and differences between Gothic prose and poetry, as well as in other media.</li> <li>• Analyze Poe's Gothic elements in comparison to others we have read thus far.</li> <li>• Research literary criticism for Poe's poetry to aid in student research presentations.</li> <li>• Develop and write original thesis statements supporting his/her views on one of Poe's poems.</li> </ul>	<p><b>Formative Assessment: Textual Analysis (Comparison) of Poe and Irving's writing</b>  <b>Expository Essay</b>  <b>Summative: Poe Film Adaptation Visual Arts Project</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>Core Text:  "William Wilson: A Tale"</p> <p>Core Text (additional options):  "The Raven"  "The Conquerer Worm"  "To Helen"  "Annabel Lee"  "The Pit and the Pendulum"  "William Wilson: A Tale"</p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<ul style="list-style-type: none"> <li>Analyze Poe's long-lasting influence on Pop Culture and debate why he remains a figurehead of American Literature.</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, and analyze how specific word choices shape meaning or tone.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of the discipline in which they are writing.</p> <p>W.11-12.2f. 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, 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p>	
				<p><b>NJSLSA.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>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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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 that listeners can follow the</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJ: 2014 SLS: Visual and Performing Arts</b>  <b>NJ: Grade 12</b></p> <hr/> <p><b>1.3 Performance</b>  <b>C. Theatre</b></p> <p>1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">Poe Cross-Curricular Activity.docx</a></p>	
<p><b>H.P. Lovecraft and the Gothic Genre Blend</b>  <i>(Week 13, 2 Weeks)</i></p>	<p>This unit once again blends Gothic Literature with Science Fiction, serving as a transition into the next unit, <i>I Am Legend</i>. H.P. Lovecraft's literature is a great representation of supernatural horror, and students will study this both through research and textual analysis.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Research H.P. Lovecraft's influence on multiple genres of literature.</li> <li>• Discuss how Lovecraft helped to evolve the genre through his Cthulhu mythos.</li> <li>• Compare/Contrast the different types of stories he wrote.</li> <li>• Analyze how Lovecraft's writing has influenced modern writers and Pop Culture.</li> </ul>	<p><b>Formative Assessment: Research Project on Science Fiction Literature Lecture/seminar Summative: Original Mythos Story Narrative Writing Assignment</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature 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</p>	<p>Core Text:  "The Dunwich Horror" by H.P. Lovecraft</p> <p>Supplemental Texts:  "Dagon" by H.P. Lovecraft  "The Outsider" by H.P. Lovecraft</p>

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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><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>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</b></p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><b>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>period treat similar themes or topics.</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, 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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> <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> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of the discipline in which they are writing.</p> <p>W.11-12.2f. 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> <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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>(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></p> <p><b>Comprehension and Collaboration</b></p> <p><b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear</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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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></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>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p>	
				<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	
				<p><b>NJ: 2014 SLS: Social Studies</b></p>	
				<p><b><u>NJ: Grades 9-12</u></b></p>	
				<p><b>C. Economics, Innovation, and Technology</b></p>	
				<p><b>A Half-Century of Crisis and Achievement (1900-1945)</b></p>	
				<p>6.2.12.C.4.c Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.</p>	
				<p>Copyright © State of New Jersey, 1996 - 2016.</p>	
				<p><a href="#">Lovecraft Cross-Curricular Activity.docx</a></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p><b>I Am Legend</b>  X (Week 15, 3 Weeks)</p>	<p>The study of <i>I Am Legend</i> is the main focus of this course. While most of the students will be familiar with the film, the novel is a much more dark and Gothic tale. While part of the unit will be a film study, most of it will focus on the characterization of the protagonist and the psychology behind being the last human left on Earth. The Gothic elements of the text will then be compared to the others that we have studied thus far, setting up for the final, modern unit of the course.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Compare/Contrast the novel to the texts form earlier in the course.</li> <li>• Continue researching the modern representations of vampires as shown in the novel.</li> <li>• Analyze how Matheson uses psychology to create terror.</li> <li>• Discuss how modern Gothic Literature differs from its original form.</li> <li>• Develop an original thesis/argument focusing on the creative license of the film.</li> </ul>	<p><b>Formative: Research Project on Armageddon Literature Group Project Summative Assessment: Presentation on Vampire Lore Other oral assessments</b></p>	<p><b>NJ: 2016 SLS: English Language Arts</b>  <b>NJ: Grades 11-12</b></p> <hr/> <p><b>Reading: Literature Key Ideas and Details</b>  <b>NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b></p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b></p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p>Core Texts:  <i>I Am Legend</i> by Richard Matheson  <i>I am Legend</i> (2007) Dir. Francis Lawrence</p>

Unit	Content	Objectives	Assessments	Standards	Resources
				<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, including how specific sentences, paragraphs, and larger portions of the text (e.g., a</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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 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 each version interprets the source</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <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>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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on 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>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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 that listeners can follow the</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJ: 2014 SLS: Visual and Performing Arts</b>  <b>NJ: Grade 12</b></p> <hr/> <p><b>1.3 Performance</b>  <b>C. Theatre</b></p> <p>1.3.12.C.2 Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">I Am Legend Cross-Curricular Activity.docx</a></p>	
<p><b>X</b>  <b>The Modern Gothic</b>  <i>(Week 18, 2 Weeks)</i></p>	<p>The final unit of this course will focus on the modern master of Horror and Gothic Literature, Stephen King. This unit serves as a culmination of the course, and we will analyze all that we have learned in order to develop an understanding of how the genre has remained the same and evolved over time.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Reflect on the evolution of the genre throughout the course.</li> <li>• Research Stephen King's Pop Culture influence, especially in Hollywood and the stage.</li> <li>• Analyze how King combines horror, science fiction, and psychology in order to develop his own style of modern Gothic Literature.</li> <li>• Discuss the validity of naming King "the</li> </ul>	<p><b>Formative Assessment: Gothic Analysis of "The Boogeyman" Expository Essay</b>  <b>Summative Assessment: In-Class performance of "Sorry, Right Number" Dramatization</b>  <b>Benchmark: Final Exam (Write an original gothic story/poem/play)</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>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</p>	<p>Core Texts:  "The Boogeyman" by Stephen King <i>It</i> (2017) Dir. Andres Muschietti  <i>It: Chapter Two</i> (2019) Dir. Andres Muschietti</p>

Unit	Content	Objectives	Assessments	Standards	Resources
		master of modern horror."		text, including determining where the text leaves matters uncertain.  <b>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>  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.  <b>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>  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).  <b>Craft and Structure</b> <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how</b>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p><b>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b></p> <p>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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>period treat similar themes or topics.</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 the key supporting details and ideas.</b></p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p><b>Craft and Structure</b>  <b>NJLSA.R4 Interpret words</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b></p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p><b>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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>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 evidence for each</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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, 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>	
				<p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 writing products in response to ongoing feedback, including new arguments or information.</p> <p><b>Research to Build and Present Knowledge</b></p> <p><b>NJLSA.W7 Conduct short</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. 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 Comprehension and Collaboration</b>  <b>NJLSA.SL1 Prepare for</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p>	
				<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
				<p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	
				<p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p>	
				<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</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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>NJ: 2014 SLS: Visual and Performing Arts</b>  <b>NJ: Grade 12</b></p> <hr/> <p><b>1.1 The Creative Process</b>  <b>C. Theatre</b></p> <p>1.1.12.C.2 Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.</p> <p>Copyright © State of New Jersey, 1996 - 2016.  <a href="#">King Cross-Curricular Activity.docx</a></p>	
<p><b>Dracula</b>  X (Week 1, 1 Week)</p>	<p>Dracula begins the course's focus on vampires. This unit will focus on the lore of the vampire as well as Gothic Literature's focus on the bizarre and supernatural. It will also serve as an introduction to the course's major</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Research the evolution of the vampire through Pop Culture.</li> <li>• Analyze Dracula as the quintessential vampire story.</li> <li>• Discuss the Gothic nature of the novel</li> </ul>		<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</b></p>	<p>Core Text:  <i>Dracula</i> by Bram Stoker</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>work, I Am Legend. There will also be several short films that we will study as well to analyze the modern interpretations of Bram Stoker's famous novel.</p>	<p>and how it meets the criteria as a Gothic novel.</p> <ul style="list-style-type: none"> <li>• Analyze film in order to trace the different representations of vampires since Dracula was published.</li> <li>• Develop and support a thesis based on the evolution of the vampire in an essay.</li> </ul>		<p><b>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><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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>how the characters are introduced and developed).</p> <p><b>Craft and Structure</b>  <b>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b></p> <p>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</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p><b>Production and Distribution of Writing</b>  <b>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, trying a new approach, or consulting a style</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Research to Build and Present Knowledge</b>  <b>NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</b></p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</b></p> <p>W.11-12.8. Gather relevant information from multiple</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>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><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</b></p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b></p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p><b>The Strange Case of Dr. Jekyll and Mr. Hyde</b> (Week 1, 1 Week)</p>	<p>This unit will focus once again on the Gothic Double, but it will integrate the idea of the Foil character as well. This unit will also introduce the fusion between Gothic Literature and Science Fiction, an idea that will recur throughout the rest of this course. This novella takes the course back over to Europe, so there will be discussions about how Gothic Literature differs between America and Europe. The unit will end with a discussion on modern interpretations on Jekyll and Hyde,</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Analyze the similarities and differences between Gothic Literature and Science Fiction, as well as how they are intertwined in Jekyll and Hyde.</li> <li>Discuss how the idea of the Gothic Double has evolved over time.</li> <li>Discuss English v. American Gothic Literature</li> <li>Debate Film and Pop Culture representations of the characters Jekyll and Hyde.</li> <li>Synthesize multiple texts into a well-written essay analyzing the multiple</li> </ul>	<p><b>Formative: Debate Oral Report</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 where the text leaves matters uncertain.</p>	<p>Core Texts: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson <i>The League of Extraordinary Gentlemen</i> (2005) Dir. Stephen Norrington</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>specifically the film The League of Extraordinary Gentlemen.</p>	<p>representations of the characters, both past and present.</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><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> <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</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1c. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1d. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the 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>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, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>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 of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p><b>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Range of Writing</b></p> <p><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</b></p> <p><b>Comprehension and Collaboration</b></p> <p><b>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</b></p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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 and conclusions; and promote divergent and creative perspectives.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<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) 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>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p><b>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</b></p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p><b>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b></p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, 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,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				demonstrating a command of formal English when indicated or appropriate.  Copyright © State of New Jersey, 1996 - 2020.	