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Sports and Literature (C)

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

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Monday, September 20, 2021, 2:46PM

Unit	Content	Objectives	Assessments	Standards	Resources
Vocab, Test Prep, Writing, Listening & Speaking (Week 1, 39 Weeks)	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	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.	Formative: Membean Training Other written assessments Summative: Membean Quiz Quiz Summative: Standardized Testing Standardized Test Summative: Timed Writings (Standardized Testing Prep) Expository Essay Formative: Discussion Participation	NJ: 2020 SLS: Career Readiness, Life Literacies, and Key Skills <u>NJ: End of Grade 12</u> 9.2 Career Awareness, Exploration, Preparation, and Training Career planning requires purposeful planning based on research, self-knowledge, and informed choices. 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills. NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Reading: Literature Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical	Membean.com TedED CommonLit NoRedInk College Board websites/resources ACT website/resources Xello Naviance Nepris Other appropriate resources

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	<p>practice materials. Students will fulfill standards related to listening, speaking, and writing regularly throughout the course.</p>	<p>SWBAT demonstrate independence in gathering vocabulary knowledge</p> <p>SWBAT Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>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.</p> <p>SWBAT Determine the meaning of words and phrases as they</p>		<p>inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>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>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide</p>	

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		<p>are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>SWBAT Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>SWBAT By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>SWBAT Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says</p>		<p>an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Craft and Structure</p> <p>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.</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</p>	

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		<p>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</p>		<p>impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p>	

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		<p>claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>SWBAT Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.</p> <p>SWBAT Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.</p> <p>SWBAT By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.</p>		<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	
		<p>SWBAT Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing</p>			

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		<p>their own clearly and persuasively. SWBAT Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SWBAT Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. SWBAT Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student-developed rubric)</p>		<p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p>	

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		<p>and assign individual roles as needed.</p> <p>SWBAT Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SWBAT Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p> <p>SWBAT Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SWBAT Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively,</p>		<p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Reading: Informational Text Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a</p>	

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

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		<p>English when indicated or appropriate.</p> <p>SWBAT Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>SWBAT Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>SWBAT Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships</p>		<p>choices shape meaning or tone.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJLSA.R6 Assess how point of view or</p>	

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		<p>between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. SWBAT Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. SWBAT Provide a concluding paragraph or section that supports the argument presented. SWBAT Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>purpose shapes the content and style of a text.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts</p>	
		<p>Cross-curricular standard: 9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career</p>			

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

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				<p>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</p>	

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				<p>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>Production and Distribution of Writing NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	

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				<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p>	

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				<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>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
				<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single</p>	

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				<p>sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p>	

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				<p>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</p>	

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				<p>additional information or research is required to deepen the investigation or complete the task.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of</p>	

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				<p>emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive</p>	

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

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				<p>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>NJLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2a. Observe hyphenation conventions.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJLSA.L3 Apply knowledge of language to</p>	

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				<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>	
				<p>L.11-12.3a. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	
				<p>Vocabulary Acquisition and Use NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	

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				<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of</p>	

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				<p>speech, its etymology, or its standard usage.</p> <p>L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases</p>	

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				<p>sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Language Progressive Skills</p> <p>L.3.1f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L.3.3a. Choose words and phrases for effect.</p>	

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				<p>L.4.1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p>	
				<p>L.4.1g. Correctly use frequently confused words (e.g., to/too/two; there/their).</p>	
				<p>L.4.3b. Choose punctuation for effect.</p>	
				<p>L.5.1d. Recognize and correct inappropriate shifts in verb tense.</p>	
				<p>L.6.1c. Recognize and correct inappropriate shifts in pronoun number and person.</p>	
				<p>L.6.1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p>	
				<p>L.6.1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>	
				<p>L.6.2a. Use punctuation (commas,</p>	

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				<p>parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L.6.3b. Maintain consistency in style and tone.</p> <p>L.7.1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p> <p>L.8.1d. Recognize and correct inappropriate shifts in verb voice and mood.</p> <p>L.9–10.1a. Use parallel structure.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>History of Sports/Research</p>	<p>This unit focuses on collaborative research specific to the history of sport.</p>	<p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with</p>	<p>Summative: Research KeyNote Presentation Group Project Students will work collaboratively to research the history</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Reading: Informational Text</p>	<p>Core Texts: -Del Val Databases -Scholarly Websites/ Journals -CommonLit</p>

Unit	Content	Objectives	Assessments	Standards	Resources
(Week 2, 3 Weeks)	Students will use databases and academic websites to create a brief history of a particular sport (basketball, baseball, boxing, etc.) addressing key questions provided by the teachers as well as creating questions of their own.	<p>scaffolding as needed.</p> <p>SWBAT: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Research to Build and Present Knowledge</p> <p>SWBAT: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>SWBAT: 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>	of a chosen sport. Students will create a KeyNote presentation or SlideShare to organize their research and present their findings.	<p>Key Ideas and Details 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.</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>Craft and Structure 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.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>SWBAT: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	
		<p>SWBAT: 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>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	
		<p>SWBAT: Present information, findings and supporting evidence clearly, concisely, and logically. The</p>		<p>Writing NJSLSA.W2 Write informative/explanatory texts to examine and convey complex</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>content, organization, development, and style are appropriate to task, purpose, and audience.</p>		<p>ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	
		<p>SWBAT: 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>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>SWBAT: 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>Production and Distribution of Writing NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	
				<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge NJLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>NJLSA.W8 Gather relevant information</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>to support analysis, reflection, and research.</p> <p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames</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>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1b. Collaborate with peers to promote civil, democratic discussions and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Non-Fiction (choice X) (Week 5, 34 Weeks)</p>	<p>This unit will focus on student choice. Students will pick at LEAST two (2) sports focused, non-fiction works to read throughout the year. Students will keep a reading log of their progress and</p>	<p>SWBAT: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development;</p>	<p>Summative: Writing Other written assessments Students will choose (2) a non-fiction works to read throughout the year (biography/ autobiography). Students will keep a reading log to account for their daily reading.</p> <p>Formative: Discussion Participation Students will participate in class/ group discussion both orally and written</p>	<p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Reading: Literature Key Ideas and Details 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</p>	<p>Core Text Options (selected by student): <i>Silver Lining</i>: Elizabeth Beisel and Beth Fehr (2020) <i>My Fight/ Your Fight</i>: Ronda Rousey (2015) <i>Letters to a Young Gymnast</i>: Nadia Comaneci (2003) <i>Brian's Song</i>: William Blynn (1971) <i>A Most Beautiful Thing The True Story of America's First All-Black High School Rowing Team</i>: Arshay Cooper (2020) <i>Cinderella Man</i>: Jeremy Schaap (1934) <i>Alive</i>: Piers Paul Read (1974) <i>Outcasts United</i>: Warren St. John (2009) <i>Wake Up Happy: The Bream Big, Win Big Guide to Transforming Your Life</i>: Michael Strahan/ Veronica Chambers (2015) <i>Pete Rose: My Prison Without Bars</i>: Rick Hill/ Pete Rose (2001) <i>Hawk: Occupation: Skateboarder</i>: Sean Mortimer and Tony Hawk (2000)</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	conference with teachers.	<p>summarize the key supporting details and ideas.</p> <p>SWBAT: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>SWBAT: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>SWBAT: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>SWBAT: Assess how point of view or purpose shapes the content and style of a text.</p>	(discussion board). Students will contribute evidence from their chosen work to connect to the supplementary readings we are reading together in class.	<p>conclusions drawn from the text.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop</p>	<p><i>The Blind Side: Evolution of a Game</i> – Michael Lewis (2006)</p> <p><i>Fastpitch: The Untold History of Softball and the Women Who Made the Game</i>: Erica Westly (2016)</p> <p><i>The Great Swim</i>: Gavin Mortimer (2008)</p> <p><i>Between a Rock and a Hard Place</i>: Aron Ralston (2004)</p> <p><i>Seabiscuit: An American Legend</i>: Laura Hillenbrand (1999)</p> <p><i>Jackie Robinson and the Integration of Baseball</i>: Scott Simon (2002)</p> <p><i>One Life</i>: Megan Rapinoe</p> <p><i>No Barriers</i>: Erik Weihenmayer and Buddy Levy</p> <p><i>Juiced: Wild-Times, Rampant ‘roids, And How Baseball Got Big</i>: Jose Canseco</p> <p><i>My Life On A Napkin</i>: Rick Majerus with Gene Wojceichowski</p> <p><i>The Greatest, My Own Story</i> Muhammed Ali w/ Richard Durham</p> <p><i>Unbroken</i>: Laura Hillenbrand</p> <p><i>Ninety Percent Mental</i>: Bob Teuksbury</p> <p><i>What Made Maddy Run</i>: Kate Fagan</p> <p><i>Foxcatcher</i>: Mark Schultz w/ David Thomas</p> <p><i>Proud: Living My American Dream</i>: Ibtihaj Muhammad</p> <p><i>The Best Seat in the House, A Basketball Memoir</i>: Spike Lee w/ Ralph Wiley</p> <p><i>Airborne</i>: Jesse Kornbluth</p> <p><i>Find a Way</i>: Diana Nyad</p> <p><i>Fear is a Choice</i>: James Conner</p> <p><i>Concussion</i>: Jeanne Marie Laskas</p> <p><i>The Secrets of My Life</i>: Caitlyn Jenner (2017)</p> <p><i>Fair Play: How LGBT Athletes Are Claiming Their Rightful Place in Sports</i> (Cyd Zeigler)</p> <p><i>My Life on the Line: How the NFL Damn Near Killed Me and Ended Up Saving My Life</i> (Ryan O’Callaghan)</p> <p>Other student-selected texts</p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>SWBAT: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>		<p>and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Craft and Structure 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.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g.,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>satire, sarcasm, irony, or understatement).</p> <p>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Writing Text Types and Purposes NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>audience's knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1e. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p>	
				<p>Research to Build and Present Knowledge NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	
				<p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	
				<p>NJSLSA.W8 Gather relevant information from multiple print and digital sources,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	
				<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p>	
				<p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>reflection, and research.</p> <p>W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research,</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJLSA.L1 Demonstrate command of the conventions of standard English</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2a. Observe hyphenation conventions.</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>NJSLSA.L6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	
<p>Sports and Identity (Week 5, 9 Weeks)</p>	<p>This unit will explore the connection between sports and identity. Essential Questions :</p> <ul style="list-style-type: none"> -How have you been shaped by your experiences as an athlete, as a fan, and as a member of a community that prioritizes a particular hierarchy of sports? 	<p>SWBAT: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key</p>	<p>Summative: Writing Expository Essay Students will investigate ideas, evaluate evidence, expand on ideas, and set forth arguments focusing on the texts in this unit. Writing assignments will be of varying lengths.</p> <p>Formative: Discussion Participation Students will participate in class/group discussion both orally and written (discussion board).</p>	<p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Reading: Literature Key Ideas and Details 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.</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: <i>Friday Night Lights</i>: H.G. Bissinger (1990)</p> <p>Film Selections: <i>Friday Night Lights</i> (2004) directed by Peter Berg <i>Rudy</i> (1993) <i>Brian's Song</i> (1971) <i>The Blind Side</i> (2009)</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>-How is the atmosphere of high school athletics portrayed?</p> <p>-How does Parent involvement impact athletic interest in adolescents?</p> <p>-Are athletes effective role models for adolescents?</p> <p>-What is the psychology behind fan behavior?</p>	<p>supporting details and ideas.</p> <p>SWBAT: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>SWBAT: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective</p>		<p>inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>selection, organization, and analysis of content.</p>		<p>action is ordered, how the characters are introduced and developed).</p>	
		<p>SWBAT: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>		<p>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	
		<p>SWBAT: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>SWBAT: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>		<p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build</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>			

Unit	Content	Objectives	Assessments	Standards	Resources
		<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: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SWBAT: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SWBAT: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more</p>		<p>knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		fully when reading or listening.		<p>Appendix A) or above with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Reading: Informational Text Key Ideas and Details NJLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.11-12.1. Accurately cite strong and thorough 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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>text leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p> <p>Writing Text Types and Purposes NJLSA.W1 Write</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1b. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each</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</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	
				<p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	
				<p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p>	
				<p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
				<p>W.11-12.9b. Apply grades 11–12 Reading</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two)</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>or research is required to deepen the investigation or complete the task.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly,</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>NJSLSA.SL5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks,</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
Sports and Society <i>X</i> (Week 19, 8 Weeks)	This unit will focus on how sport reflects American society. It will	SWBAT: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual	Summative: Writing Expository Essay Students will investigate ideas, evaluate evidence, expand on ideas, and set forth arguments focusing on the texts	<p>punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p> <p>NJ: 2016 SLS: English Language Arts NJ: Grades 11-12 Reading: Informational Text</p>	Core Texts: -“Not Just a Game: Sport and Society in the United States” http://www.inquiriesjournal.com/articles/1664/not-just-a-game-sport-and-society-in-the-united-states

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>explore the political and economic factors involved in sport as well as the connections between sports, media, and consumers.</p> <p>-What are the qualities that define a sport? -How is sport a mirror of society? -How are sports and nationalism related? - What are the connections between sports, media, and consumers ?</p>	<p>evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>SWBAT: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with</p>	<p>in this unit. Writing assignments will be of varying lengths.</p> <p>Formative: Discussion Participation</p> <p>Students will participate in class/ group discussion both orally and written (discussion board).Students will participate in class/ group discussion both orally and written (discussion board).</p>	<p>Key Ideas and Details</p> <p>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.</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>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their</p>	<p>-<i>The Electric Typewriter</i> (50 great articles about sport) https://tetw.org/Sport</p> <p>-Promises to Keep: Book Pairings https://www.commonlit.org/en/book-pairings/promises-to-keep-how-jackie-robinson-changed-america</p> <p>-“Politics and Sports: A Long and Complicated Relationship” by Meredith McCleary (2020) https://www.nupoliticalreview.com/2019/02/26/politics-and-sports-a-long-and-complicated-relationship/</p> <p>-“How athletes have forced ESPN and other networks to change their game plan on mixing politics and sports” by Stephen Battaglio (2020) https://www.latimes.com/entertainment-arts/business/story/2020-11-03/espn-networks-politics-sports-black-lives-matter-lebron-james</p> <p>-“ESPN and competitors ditch their ‘stick to sports’ mantra. Politics is fair game” by Kerry Flynn (2020) https://www.cnn.com/2020/09/01/media/politics-in-sports-media/index.html</p> <p>Inspirational Speeches:</p> <p>-Ray Lewis: It Ain’t About One Play (2012) - Herb Brooks: Miracle On Ice (delivered by Kurt Russell) (2004) “Great Moments are born from great opportunity.” -(1939)Lou Gehrig’s farewell speech https://www.si.com/mlb/2009/07/05/gehrig-text -Jim Valvano 1993 ESPY Speech</p> <p>Interviews:</p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>scaffolding as needed.</p> <p>SWBAT: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SWBAT: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>SWBAT: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>SWBAT: Write routinely over extended time frames</p>		<p>development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Craft and Structure NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>	<p>-Kenny Stabler interviewed by Robert F. Jones, 1977 -LeBron James, interviewed by Grant Wahl, 2002 -Ashling Thompson, interviewed by Ray D'Arcy, 2015 -Lance Armstrong, interviewed by Oprah, 2013 -Jack O'Shea, Interviewed by Hogan Stand, 1991</p> <p>Podcasts -Highly Controversial: highlycontroversial.com -The Bill Simmons Podcast -Pardon My Take</p> <p>Print/ Live News Sources: -<i>Sports Illustrated</i> -<i>Sports Center</i></p> <p>Film: -<i>Hoosiers</i> (1986) -<i>Remember the Titans</i> (2000) -<i>A League of Their Own</i> (1992) -<i>We are Marshall</i> (2006)</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, and audiences.</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: 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: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>		<p>analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SWBAT: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>		<p>how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integration of Knowledge and Ideas NJSLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>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.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p>	

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

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.11-12.2c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>discipline in which they are writing.</p> <p>W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>Production and Distribution of Writing NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12 on page 55.)</p> <p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>arguments or information.</p> <p>Research to Build and Present Knowledge NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Range of Writing NJLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>range of tasks, purposes, and audiences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning, and use</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of evidence and rhetoric.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.SL5 Make strategic use of digital media and visual displays of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>data to express information and enhance understanding of presentations.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Language Conventions of Standard English NJSLSA.L1 Demonstrate</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2b. Spell correctly.</p> <p>Knowledge of Language NJSLSA.L3 Apply knowledge of language to understand how</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	
				<p>L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p>	
				<p>Vocabulary Acquisition and Use NJLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	
				<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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.11-12.4d. 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>Language Progressive Skills</p> <p>L.7.3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
<p>Sports and Culture X (Week 14, 5 Weeks)</p>	<p>This unit will explore the cultural issues surrounding sports. Essential Questions :</p> <ul style="list-style-type: none"> -How does culture develop from sports and games? -What are some cultural sports? -What values do different sports have in our culture today? In other cultures? -Do sports create, reveal, or erase our cultural values? -How do the 	<p>SWBAT: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>SWBAT: Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>SWBAT: Prepare for and participate effectively in a range of conversations and collaborations with</p>	<p>Summative: Writing Expository Essay Students will investigate ideas, evaluate evidence, expand on ideas, and set forth arguments focusing on the texts in this unit. Writing assignments will be of varying lengths.</p> <p>Formative: Discussion Participation Students will participate in class/group discussion both orally and written (discussion board). Students will participate in class/group discussion both orally and written (discussion board).</p>	<p>Copyright © State of New Jersey, 1996 - 2020.</p> <p>NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> Reading: Literature Key Ideas and Details 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.</p> <p>RL.11-12.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their</p>	<p>Core Texts:</p> <p>Articles: -“Ethnicity in Sport” article http://sociology.iresearchnet.com/sociology-of-sport/ethnicity-in-sport/</p> <p>-Life’s Work: An Interview with Greg Louganis by Alison Beard (2016) https://hbr.org/2016/07/lifes-work-an-interview-with-greg-louganis</p> <p>-<i>The Electric Typewriter</i> (50 great articles about sport) https://tetw.org/Sport</p> <p>-Articles about the Olympic Games and cultural impact https://scholar.google.com/sch...,39&as_vis=1</p> <p>Songs/ Poetry: “Put Me In Coach” John Fogerty “Talking Baseball” Terry Cashman “Eye of the Tiger” Survivor (1982) “Glory Days” Bruce Springsteen “Centerfield” John Fogerty “Take Me Out to the Ballgame” Albert Von Tilzer “Boxing Poem” Muhammad Ali “I’m The Greatest” Muhammad Ali “Who’s on First” Abbott & Costello “Casey At The Bat” Ernest Lawrence Thayer (available in CommonLit)</p> <p>Film: <i>Miracle</i> (2004)</p>

Unit	Content	Objectives	Assessments	Standards	Resources
	<p>Olympic Games/athletes promote cultural unity?</p>	<p>diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SWBAT: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SWBAT: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>		<p>development; summarize the key supporting details and ideas.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>Craft and Structure NJSLSA.R4 Interpret words and phrases as they are used in a text, including</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>SWBAT: Assess how point of view or purpose shapes the content and style of a text.</p>		<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>(e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>Reading: Informational Text Key Ideas and Details NJSLSA.R1 Read closely to determine</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p>	
				<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	
				<p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	
				<p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis;</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>provide an objective summary of the text.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>Craft and Structure 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.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>NJLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>persuasiveness or beauty of the text.</p> <p>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)</p> <p>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises [...].</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>Range of Reading and Level of Text Complexity NJLSA.R10 Read and comprehend complex literary and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>informational texts independently and proficiently with scaffolding as needed.</p> <p>**RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.</p> <p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1. Initiate and participate effectively in a range</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally)</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>evaluating the credibility and accuracy of each source.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization,</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
<p data-bbox="121 396 264 688"> Sports and Ethics/Scandals X (Week 27, 7 Weeks) </p>	<p data-bbox="310 396 449 1425"> This unit will explore ethical issues surrounding sport and the impact of sports scandals in society. Essential Questions : -How important is ethical behavior in sports? -How do the ethics of society translate into the sports arena? -Is winning at all costs worth lowering one's ethical standard? </p>	<p data-bbox="485 396 745 1458"> SWBAT: 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. SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. SWBAT: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. SWBAT: Interpret words and phrases as they are used in a text, including </p>	<p data-bbox="779 396 1052 1122"> Summative: Writing Expository Essay Students will investigate ideas, evaluate evidence, expand on ideas, and set forth arguments focusing on the texts in this unit. Writing assignments will be of varying lengths. Formative: Discussion Participation Students will participate in class/group discussion both orally and written (discussion board). Students will participate in class/group discussion both orally and written (discussion board). </p>	<p data-bbox="1073 180 1346 1409"> indicated or appropriate. Copyright © State of New Jersey, 1996 - 2020. NJ: 2016 SLS: English Language Arts <u>NJ: Grades 11-12</u> 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. 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 data-bbox="1388 396 1976 1247"> Core Texts: <i>Alive</i>: Piers Paul Read (1974) Articles: -After the Plane Crash—and the Cannibalism—a Life of Hope: National Geographic -Teen Brain Takes Biggest Sports Hits: Katherine Harmon https://www.commonlit.org/en/texts/teen-brain-takes-biggest-sports-hits -Should Girls Be Allowed To Play High School Football: Josh Bean https://www.commonlit.org/en/texts/should-girls-be-allowed-to-play-high-school-football Sports Scandals (research): -Salt Lake City Olympics (2002) -Pete Rose (gambling) -Harding/ Kerrigan -Tom Williams (Bloodgate) -Danny Almonte (Little League scandal) -Michael Vick -White Sox scandal -Phil Ivey (poker scandal) -Lance Armstrong (doping scandal) Film: <i>Alive</i> (1993) </p>

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>SWBAT: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>SWBAT: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>SWBAT: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>SWBAT: Use technology, including the Internet, to</p>		<p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>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>NJLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>produce and publish writing and to interact and collaborate with others.</p>		<p>Craft and Structure 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.</p>	
		<p>SWBAT: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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>SWBAT: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
		<p>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>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.</p>	
		<p>SWBAT: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,</p>			

Unit	Content	Objectives	Assessments	Standards	Resources
		<p>development, and style are appropriate to task, purpose, and audience.</p> <p>SWBAT: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>SWBAT: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>SWBAT: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>		<p>RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>Integration of Knowledge and Ideas NJLSA.R7 Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.7. Analyze multiple interpretations</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>NJLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>RL.11-12.8. (Not applicable to literature)</p> <p>NJLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>Range of Reading and Level of Text Complexity NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.</p> <p>Writing Text Types and Purposes NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.W2 Write informative/explanat</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>ory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.2a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions,</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>significance of the topic).</p> <p>Production and Distribution of Writing NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share and update writing products in response to ongoing feedback, including new arguments or information.</p> <p>Research to Build and Present Knowledge NJSLSA.W7 Conduct short as well as more sustained research projects based on focused questions, demonstrating</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>understanding of the subject under investigation.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>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.</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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).</p> <p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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>Range of Writing NJSLSA.W10 Write</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	
				<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p>	
				<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	
				<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <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</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>accuracy of each source.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>Presentation of Knowledge and Ideas NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate</p>	

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>indicated or appropriate.</p> <p>Language Conventions of Standard English NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2. Demonstrate</p>	

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

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

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	
				<p>L.11-12.4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	
				<p>L.11-12.4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
				<p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p>	
				<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships,</p>	

Unit	Content	Objectives	Assessments	Standards	Resources
				<p>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>Copyright © State of New Jersey, 1996 - 2020.</p>	