

Delaware Valley Regional High School
Introduction to Film & Literature
Length: Full-year course
Credits: 5

Seton Hall University Course:

COBF 2212 – Introduction to Visual Theory and Technique, 3 credits

Overview:

This course explores major contributions to the development of motion pictures. Beginning with George Méliès “A Trip to the Moon” and moving through cultural and technological movements to modern movies, students will study a wide range of film and literary texts. Students will also explore the impact of the rating systems and cultural and historical shifts on content. This course heavily relies on student analysis, discussion, and research writing utilizing MLA format. Students are required to select and view films and read texts on their own completing several MLA-formatted research essays each marking period. Recorded presentations will be required. Students must be able to watch school-appropriate unrated and rated-R materials for participation in this course. **This course is aligned with the New Jersey English Student Learning Standards. Students will be required to complete independent reading unit(s) and Membean vocabulary if taking this course as their English-requirement class.**

Grading:

Students will watch and discuss at least one film every two weeks in class. Paired with this will be required readings and ancillary materials. Students must watch at least one assigned film on their own each month. Students will complete analytical discussions (verbal and written) and will complete written research papers approximately every two-to-four weeks. Additional assignments include writing and presenting elevator pitches, casting films, and creating advertisements like trailers, teasers, and posters.

In-class Etiquette

Students are not to have their devices on during an initial viewing of a film. Students must focus their attention on the film in order to apply their analysis and participate in discussion of the text.

Text and Film Selections

Appropriate texts and films will be added to supplement the units based on availability, new releases, cross-curricular opportunities, and interest. Parents and students must consent to the student viewing appropriate unrated, not rated, and rated-R materials for participation in this course.

Vocabulary

Students taking this course as their English course will complete vocabulary and grammar activities through Membean and other programs.

Textbooks & Additional Resources

FilmMaker IQ

TedTalk

Screen Rant

Taste of Cinema

Internet Movie Database (IMDb)

Films For Action

No Film School

Rotten Tomatoes

Rogerebert.com

Film Criticism Journal

Common Sense Media

Library of Congress

Cinema Studies: The Key Concepts, 2nd Edition by Susan Hayward

Databases

Swank Streaming

Units:

Adaptation of Visuals from Graphic Novel

Students will read a text and analyze and compare the source material (graphic novel) to the film of the same name. Students will also explore storyboards and create one for a short story of their choosing.

V for Vendetta by Alan Moore

V for Vendetta (2005) R- 2:13, Dir. James McTeigue

Adaptation of Text

Students will discuss adaptations and revisions of text into film.

Macbeth by William Shakespeare

Throne of Blood (1957) NR- 1:51, Dir. Akira Kurosawa

Macbeth (1971) R- 2:21, Dir. Roman Polanski

Scotland, PA (2001) R- 1:44, Dir. Billy Morrissette

Macbeth (2010) NR- 3:00, Dir. Rupert Goold

Macbeth (2015) R- 1:53, Dir. Justin Kurzel

“The Secret Life of Walter Mitty” by James Thurber

The Secret Life of Walter Mitty (2013) PG- 1:54, Dir. Ben Stiller

“Story of Your Life” by Ted Chiang

Arrival (2016) PG13- 1:58, Dir. Denis Villeneuve

“The Mist” by Stephen King

The Mist (2007) R- 2:06, Dir. Frank Darabont

Hillbilly Elegy by J.D. Vance

Hillbilly Elegy (2020) R- 1:56, Dir. Ron Howard

Pursuit of Happyness by Christopher Gardner

Pursuit of Happyness (2006) PG13- 1:57, Dir. Gabriele Muccino

Sully: My Search for What Really Matters by Captain Chesley B. Sullenberger III

Sully (2016) PG13- 1:36, Dir. Clint Eastwood

The Hitchhiker’s Guide to the Galaxy by Douglas Adams

The Hitchhiker’s Guide to the Galaxy (2005) PG- 1:50, Dir. Garth Jennings

Ready Player One by Ernest Cline

Ready Player One (2018) PG13- 2:19, Dir. Steven Spielberg

Little Women by Louisa May Alcott

Little Women (2019) PG- 2:15, Dir. Greta Gerwig

The Fault in Our Stars by John Green

The Fault in Our Stars (2014) PG13- 2:13, Dir. Josh Boone

Students may propose their own pairings as well.

Independent Reading

Students will select and read an at-or-above-grade-level text that has been adapted into film.

Students will present an analysis of the text and translation.

Introduction to Film

Literary and film terminology and genres will be presented. Students will learn the history of film technology and will watch and analyze foundational works.

“Arrival of a Train at La Ciotat” (1896) NR- 0:50, Dir. Lumiere Brothers

“A Trip to the Moon” (1902) NR- 18:00, Dir. George Méliès

Pleasantville (1998) PG13- 2:04, Dir. Gary Ross

Musical

Students will study the impact of synced audio on film and the industry. They will identify several types of musicals including book, concept, rock/opera, and jukebox musicals.

Singin' in the Rain (1952) G- 1:43, Dir. Stanley Donen/Gene Kelly

Cabaret (1972) PG- 2:04, Dir. Bob Fosse

The Wiz (1978) G- 2:16, Dir. Sidney Lumet

Moulin Rouge (2001) PG13- 2:10, Dir. Baz Luhrmann

Chicago (2002) PG13- 1:53, Dir. Rob Marshall

Dr. Horrible's Sing Along-Blog (2008) NR- 42:00, Dir. Joss Whedon

Les Miserables (2012) PG13- 2:40, Dir. Tom Hooper

La La Land (2016) PG13- 2:08, Dir. Damien Chazelle

Beauty and the Beast (2017) PG- 2:19, Dir. Bill Condon

Science Fiction

Students will explore the genre of science fiction as a reflection of the innovations and sometimes fears of a time period. Care will be taken to discuss the developments in makeup and special effects.

The Terminator (1984) R- 1:48, Dir. James Cameron.

Back to the Future (1985) PG, Dir. Robert Zemeckis

Jurassic Park (1993) PG13- 2:07, Dir. Steven Spielberg

Avatar (2009) PG13- 2:42, Dir. James Cameron

Interstellar (2014) PG13- 2:49, Dir. Christopher Nolan

The Martian (2015) PG13- 2:24, Dir. Ridley Scott

Arrival (2016) PG13- 1:58, Dir. Denis Villeneuve

Suspense/Thriller

Students will explore audience reaction and development of suspense and thriller, discussing crime, noir, monster movies, horror, slasher, and suspense while also being introduced to Alfred Hitchcock.

Frankenstein (1931) NR- 1:11, Dir. James Whale

Dracula (1931) NR- 1:25, Dir. Tod Browning, Karl Freund

Sunset Boulevard (1950) NR- 1:55, Dir. Billy Wilder

Strangers on a Train (1951) PG- 1:43, Dir. Alfred Hitchcock

Vertigo (1958) PG- 2:08, Dir. Alfred Hitchcock

Psycho (1969) R- 1:49, Dir. Alfred Hitchcock

Silence of the Lambs (1991) R- 2:18, Dir. Jonathan Demme

The Sixth Sense (1999) PG13- 1:47, Dir. M. Night Shyamalan

The Prestige (2006) PG13- 2:10, Dir. Christopher Nolan

Documentary and Biography

Students will explore the structure and purpose of documentary and biographical films, discussing rhetorical approaches and alterations made to real experiences for the sake of storytelling. Students will research an individual and draft an outline for a film on their life.

The King of Kong: Fistful of Quarters (2007) PG13- 1:19, Dir. Seth Gordon

The Shark Is Still Working (2007) NR- 1:40, Dir. Erik Hollander

Man on Wire (2008) PG13- 1:34, Dir. James Marsh

Best Worst Movie (2009) NR- 1:33, Dir. Michael Paul Stephenson

Blackfish (2013) PG13- 1:23, Dir. Gabriela Cowperthwaite

Hitchcock/Truffaut (2015) PG13- 1:19, Dir. Kent Jones

Gandhi (1982) PG- 3:11, Dir. Richard Attenborough

Ed Wood (1994) R- 2:07, Dir. Tim Burton

Catch Me If You Can (2002) PG13- 2:21, Dir. Steven Spielberg

Temple Grandin (2010) NR- 1:48, Dir. Mick Jackson

The Imitation Game (2014) PG13- 1:54, Dir. Morten Tyldum

The Theory of Everything (2014) PG13- 2:03, Dir. James Marsh

Selma (2014) PG13- 2:08, Dir. Ava DuVernay

Hidden Figures (2016) PG- 2:07, Dir. Theodore Melfi

Walk the Line (2005) PG13- 2:33, Dir. James Mangold

The King's Speech (2010) R-1:59, Dir. Tom Hooper

Animation

The exploration of different styles of animation, including hand-drawn, claymation, and computer-generated will be discussed and viewed. As sound and music are especially important in animation, students will also explore the foley's job and outcomes.

DISNEY & PIXAR ANIMATED

Snow White and the Seven Dwarfs (1937) G- 1:23, Dir. William Cottrell & David Hand

Beauty and the Beast (1991) G- 1:24, Dir. Gary Trousdale & Kirk Wise

The Nightmare Before Christmas (1993) PG- 1:16, Dir. Henry Selick

The Lion King (1994) G- 1:28, Dir. Roger Allers & Rob Minkoff

Toy Story (1995) G- 1:21, Dir. John Lasseter

Monsters, Inc. (2001) G- 1:32, Dir. Pete Docter, David Silverman, & Lee Unkrich

Finding Nemo (2003) G- 1:40, Dir. Andrew Stanton & Lee Unkrich

Pixar Short Films Collection, Volume 1 (2007) NR, Dir. Various

WALL-E (2008) G- 1:38, Dir. Andrew Stanton

Up (2009) PG- 1:36, Dir. Pete Docter & Bob Peterson

Toy Story 3 (2010) G- 1:43, Dir. Lee Unkrich

Inside Out (2015) PG- 1:35, Dir. Pete Docter & Ronnie Del Carmen

Walt Disney Animation Studios Short Films Collection (2015) NR- Dir. Various

Zootopia (2016) PG- 1:48, Dir. Byron Howard, Rich Moore, & Jared Bush

Moana (2016) PG- 1:47, Dir. Ron Clements & John Musker

ANIMATED NON-DISNEY

Mary and Max (2009) NR- 1:32, Dir. Adam Elliot

How to Train Your Dragon (2010) PG- 1:38, Dir. Dean DeBlois & Chris Sanders

Rango (2011) PG- 1:51, Dir. Gore Verbinski
ANIME (Studio Ghibli)
My Neighbor Totoro (1988) G- 1:26, Dir. Hayao Miyazaki
Princess Mononoke (1997) PG13- 2:14, Dir. Hayao Miyazaki
Spirited Away (2001) PG- 2:05, Dir. Hayao Miyazaki
Howl's Moving Castle (2004) PG- 1:59, Dir. Hayao Miyazaki

Adventure, Action, and Sports

Students will read a screenplay as they analyze the translation of physical movement into the visual film. They will identify and discuss the often unique challenges posed in action, adventure, and sports films.

Star Wars: Episode IV- A New Hope (1977) PG 2:01, Dir. George Lucas
Back to the Future (1985) PG- 1:56, Dir. Robert Zemeckis
The Princess Bride (1987) PG- 1:38, Dir. Rob Reiner
Big Fish (2003) PG13- 2:05, Dir. Tim Burton
Hugo (2011) PG- 2:06, Dir. Martin Scorsese
Pirates of the Caribbean: The Curse of the Black Pearl (2013) PG13- 2:23, Dir. Gore Verbinski
Star Wars: The Force Awakens (2015) PG13- 2:16, Dir. J.J. Abrams
Batman Begins (2005) PG13- 2:20, Dir. Christopher Nolan
The Dark Knight (2008) PG13- 2:32, Dir. Christopher Nolan
Avatar (2009) PG13- 2:42, Dir. James Cameron
The Dark Knight Rises (2012) PG13- 2:44, Dir. Christopher Nolan
Guardians of the Galaxy (2014) PG13- 2:01, Dir. James Gunn
Doctor Strange (2016) PG13- 1:55, Dir. Scott Derrickson
Wonder Woman (2017) PG13- 2:21, Dir. Patricia Jenkins
Rocky (1976) PG- 2:00, Dir. John G. Avildsen
Field of Dreams (1989) PG-1:47, Dir. Phil Alden Robinson
A League of Their Own (1992) PG- 2:08, Dir. Penny Marshall
The Blind Side (2009) PG13- 2:09, Dir. John Lee Hancock
Moneyball (2011) PG13- 2:13, Dir. Bennett Miller
Race (2016) PG13- 2:14, Dir. Stephen Hopkins

Comedy and Drama

The focus in these genres will be on the actor and delivery. Students will also explore the idea that comedy does not always have staying power.

Dr. Strangelove or: How I Learned to Stop Worrying and Love the Atomic Bomb (1964)
PG 1:35, Dir. Stanley Kubrick
Ferris Bueller's Day Off (1986) PG13- 1:43, Dir. John Hughes
The Truman Show (1998) PG- 1:43, Dir. Peter Weir
Best in Show (2000) PG13- 1:30, Dir. Christopher Guest
Moonrise Kingdom (2012) PG13- 1:34, Dir. Wes Anderson
Forrest Gump (1994) PG13- 2:22, Dir. Robert Zemeckis
The Artist (2011) PG13- 1:40, Dir. Michel Hazanavicius
The Help (2014) PG13- 2:26, Dir. Tate Taylor

Midterm and Final Exams:

Students will select a movie of their choice (not covered in the class) to analyze while using film and literary terminology in a 3-4 page analytical synthesis paper. Students must include an MLA Works Cited page and utilize at least four sources (one of which is the movie they have selected). For the midterm, additionally, students may be asked to present a 2-minute analysis of the film to the class.

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

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.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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.

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.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

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.

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; provide an objective summary of the text.

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).

Craft and Structure

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.)

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.

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).

Integration of Knowledge and Ideas

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.)

RL.11-12.8. (Not applicable to literature)

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.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

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.

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.

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.

Craft and Structure

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).

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.

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.

Integration of Knowledge and Ideas

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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

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.

Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

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.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Grades 11-12

Progress Indicators for Writing

Text Types and Purposes

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.

1. 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.
 - B. 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.
 - C. 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.
 - D. 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.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. 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.

B. 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.

C. 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.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. 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.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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.)

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

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.

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).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. 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”).

B. 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]”).

Range of Writing

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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

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.

A. 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.

B. 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.

C. 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.

D. 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.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

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.

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.

Presentation of Knowledge and Ideas

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

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.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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 encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Observe hyphenation conventions.

B. Spell correctly.

Knowledge of Language

L.11-12.3. 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.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.

A. 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.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

D. 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).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of words with similar denotations.

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.