

Week	Marking Period 1	Week	Marking Period 3
1	Writing: Summer Assessment/Benchmark	21	Grammar Skill 10// <i>Hamlet</i>
2	Vocabulary 1/Persuasion & Argument	22	Vocab 11 HSPA/ <i>Hamlet</i>
3	Grammar Skill 1/Historical Speeches	23	Grammar Skill 11/ <i>Hamlet</i>
4	Writing: Persuasive/Vocab 2/PSA Project	24	Vocab 12/HSPA/ <i>Hamlet</i>
5	Grammar Skill 2/ <i>Beowulf</i>	25	Grammar Skill 12/ <i>Hamlet</i>
6	Vocab 3/ <i>Beowulf</i>	26	Vocab 13/ <i>Hamlet</i>
7	Grammar 3/ <i>Beowulf</i>	27	<i>Hamlet</i> /Research Paper/Analytical Writing
8	Writing: Expository/Vocab 4/ <i>Beowulf</i>	28	Vocab 14/ <i>Hamlet</i> / Research Paper
9	Grammar Skill 4/ <i>Beowulf</i> Boast & Test	29	<i>Hamlet</i> / Research Paper
10	Vocab 5/ PSA Presentations	30	Vocab 15/ <i>Hamlet</i> / Research Paper
Week	Marking Period 2	Week	Marking Period 4
11	Writing: Personal Narrative/Descriptive/ Grammar Skill 5/ <i>Frankenstein</i>	31	Research Paper/ <i>1984</i> (or alternate dystopia)
12	Vocab 6/ <i>Frankenstein</i>	32	Vocab 16/ <i>1984</i>
13	Grammar Skill 6/ <i>Frankenstein</i>	33	<i>1984</i>
14	Vocab 7/ <i>Frankenstein</i>	34	Vocab 17/ <i>1984</i>
15	Grammar Skill 7/ <i>Frankenstein</i>	35	<i>1984</i>
16	Vocab 8/ <i>Lord of the Flies</i> / Writing: Expository	36	Writing: Expository/Vocab 18/Non-Fiction: “A Modest Proposal”
17	Grammar Skill 8/ <i>Lord of the Flies</i>	37	Non-Fiction: “A Modest Proposal”
18	Vocab 9/ <i>Lord of the Flies</i>	38	Vocab 19/Non-Fiction: “A Modest Proposal”
19	Grammar Skill 9/ <i>Lord of the Flies</i>	39	Non-Fiction: “A Modest Proposal”
20	Vocab 10/ <i>Lord of the Flies</i>	40	Vocab 20/Writing: Closing Benchmark

Grammar Skills (suggested):

1. Subject-Verb Agreement
2. Pronoun Agreement
3. Parallel Structure
4. Comma Use (and misuse)
5. Comma vs. Semi-colon
6. Independent vs. Dependent Clauses
7. Prepositions
8. Passive vs. Active Voice
9. Misplaced Modifiers
10. Plural vs. Possessive
11. Adjectives and Adverbs
12. Homophones

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- 22. Plural vs. Possessive
- 23. Adjectives and Adverbs
- 24. Homophones

English III	All Levels	Time Frame: Three to Four Weeks (15-20 class periods)
Topic		
Grade 11: Non-Fiction Text: Subject, Audience, and Purpose Anchor Text: <i>A Modest Proposal</i> by Jonathan Swift		
Essential Questions		
<ul style="list-style-type: none"> • What non-fiction writing mode will best suit the purpose of my writing? • How does a non-fiction text differ from a fiction text? • What are the non-fiction writing modes and what is the difference between them? • What is satire? What purpose does it serve in social reform? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will discern the difference between fiction and non-fiction text. • Students will read and analyze select texts in order to identify the difference between modes of non-fiction writing and distinguish the purpose of each text and its mode. • Students will read and analyze Jonathan Swift’s political satire, “A Modest Proposal” • Students will compare and contrast legal reasoning in “A Modest Proposal” to a Supreme Court Case majority opinions and/or dissents or other public advocacy documentary (to be determined). • Students will model a mode of non-fiction in order to express understanding of form and function. • Students will generate a topic and establish a purpose for non-fiction writing in order to select an appropriate mode of non-fiction writing and draft, edit, and revise an essay. 		
Alignment to NJSL		
<p>WRITING</p> <p><u>Text Types and Purposes</u></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> <ul style="list-style-type: none"> A. 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.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. 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.

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.

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.

SPEAKING & 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.

Key Concepts and Skills

- Introduce students to key terms in analyzing argument and rhetoric in informational texts which may include subject, speaker, audience, purpose, claim, *logos*, *pathos*, *ethos*, loaded language, repetition of key ideas or key words, and figurative language.
- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; point of view; imagery; figurative language, and use of dialogue.
- Explore and model modes of non-fiction writing including, but not limited to memoir, expository and personal essay, letters, persuasive essays, et al.
- Students will analyze and model a political satire
- Students will review the HSPA open-ended question format and write formal paragraphs incorporating textual support.
- Students will read, listen to, and analyze a variety of texts including literary non-fiction and fiction (Historical letters, speeches, and excerpts from select texts such as but not limited to Jonathan Swift’s “A Modest Proposal”, *Persepolis* by Marjane Satrapi, “On Seeing England for the First Time” by Jamaica Kincaid, Stephen King’s “JK Rowling’s Ministry of Magic,” print and video ads from newspaper, magazines, book and film reviews, etc.)

Learning Activities

- Students will perform a jigsaw activity in which they will read, individually and in groups, a sampler of non-fiction texts in order to re-group and disseminate mode, content, and purpose of each to classmates.
- Students will collaborate to compare and contrast “A Modest Proposal” and one American legal document and present finding to the class via a PowerPoint presentation or a student produced video.
- Students will select a topic to research and satirize after reading and analyzing Jonathan Swift’s “A Modest Proposal” and write an essay exploring possible (satirical) solutions to a problem. Students will engage in steps of the writing process for this essay may include brainstorming, outlining, drafting, writing, peer editing, and revising.
- Students will become effective speakers by presenting satirical essay.
- Students will develop a purpose for writing, select a mode of expression, and workshop and publish a non-fiction piece.

Assessments

Suggested Formative	Suggested Summative
Closure Questions and Answer (Daily & Semi-Daily Basis)	Expository (Satire) Essay: demonstrate knowledge of satire by research a problem and developing a satirical solution
Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)	Non-Fiction Essay: student choice of writing mode to workshop and publish
Presentation of satirical essay proposing a solution to a problem	Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.

Quiz: Application of Elements of Argument and Rhetoric						
Quiz: Application of Elements of Literature as well as reading comprehension						
Presentation of “A Modest Proposal” and American legal document						
21st Century Skills						
Creativity	√	Critical Thinking	√	Communication	√	Collaboration
Life and Career Skills	√	Information Literacy	√	Media Literacy		
Interdisciplinary Connections						
History/Social Studies Technology						
Technology Integration						
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collaboration						

English III	All Levels	Time Frame: Four-Five Weeks (20-25 class periods)
Topic		
Grade 11: How Personal Ethics Affect the Individual and Society Anchor Text: <i>Lord of the Flies</i> by William Golding		
Essential Questions		
<ul style="list-style-type: none"> • How do morals and ethics combine to create personal values? • How do personal ethics affect decision making? • Is evil inherent or a learned behavior? • How do fear and desire for acceptance influence human behavior? • How does a society maintain order? Are laws necessary? • What makes an effective leader? • How do a society’s heroes and leaders reflect its values? • What is the effect of war across cultures? • What strategies can we use to remain engaged with challenging texts? • How can I make thematic connections between prose and poetry? 		
Enduring Understandings		
<ul style="list-style-type: none"> • Students will explore how personal ethics affect decision making. • Students will explore how an individual’s behavior affects society. • Students will explore how others use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action. • Students will explore whether or not violence is a learned behavior. • By analyzing use of language, style choices, and actions/behaviors, students will be able to identify effective leaders and/or heroes. • Students will be able to complete a literary analysis of symbolism in a fictional work. 		

Alignment to New Jersey Student Learning Standards**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.

- A. 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.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. 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).

- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

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

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, and audiences.

LANGUAGE

Conversations 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 make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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, or 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.

READING: LITERATUREKey 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, and 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.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American 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, in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

SPEAKING & 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 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.

Key Concepts and Skills

- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; figurative language (i.e. foreshadowing); and use of dialogue.
- Students will review the HSPA open-ended question format and write formal paragraphs incorporating textual support.
- Students will read, listen to, and analyze a variety of texts including literary fiction (poetry and prose).
- Students will write a literary analysis on protagonists as foils.
- Students will write a personal narrative from a character's point of view.
- Students will research, write, and present a Nature vs. Nurture analysis.

Learning Activities

- Students will research, write, and create a presentation on the role of Nature vs. Nurture in the lives of children who kill.
- Students will identify and analyze a poem or song lyrics connecting to the effect of violence on children. (model with "Ashore" by Ernest Hilbert, "The Happy Warrior" by Herbert Read, etc. and Pearl Jam's "Jeremy")
- Students will identify and analyze three symbols in *Lord of the Flies* and trace its evolution.
- Students will write a personal narrative essay in the form of diary entries from the point of view of one character.
- Students will become effective persuasive speakers by collecting evidence and making judgments which will be presented in a mock trial.
- Students will write a "reality television"-inspired survival challenge. Students will engage in steps of the writing process for this activity that may include brainstorming, outlining, drafting, writing, peer editing,

- and revising.
- Students will write a literary analysis comparing and contrasting two protagonists and the role of human nature, violence, and importance of laws/government in the novel. Students will engage in steps of the writing process for this essay that may include brainstorming, outlining, drafting, writing, peer editing, and revising.

Assessments

Suggested Formative	Suggested Summative
Closure Questions and Answer (Daily & Semi-Daily Basis)	Personal Narrative Essay: explore the point of view of a character
Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)	Expository Essay: character analysis
Group Annotation and/or Presentation of Poems and song lyrics	Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
Quiz: Application of Elements of Literature as well as reading comprehension	Nature vs. Nurture Presentation: Students will conduct research on violence, environment, genetics, etc. and their role in the lives of children who kill other children.
Follow directions , as well as write directions in a survivor-like challenge	

21st Century Skills

√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Life and Career Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

History/Social Studies Technology

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**

English III	All Levels	Time Frame: Six – Eight Weeks (30-40 class periods)
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Topic

Grade 11: The Power of Persuasion and The Making of Heroes
Anchor Text: *Beowulf*

Essential Questions

- What makes a persuasive argument?
- How can I identify the most impacting elements of style and argument in a variety of texts?
- How can I adapt my writing style for a variety of persuasive purposes?
- How can I use persuasive strategies to reach a targeted audience?
- What makes a hero?
- What makes an effective leader?

- How do a society's heroes and leaders reflect its values?
- What is the effect of war across cultures?

Enduring Understandings

- Students will explore how others use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action.
- Students will explore how they can use persuasive means to resolve conflicts without confrontation, to persuade readers or listeners to support their position, and/or to move others to take action.
- Students will develop the ability to identify and apply persuasive means.
- By analyzing use of language, style choices, and actions/behaviors, students will be able to identify effective leaders and/or heroes.
- Students will be able to identify a writer or speaker's use of logical (*logos*) and emotional (*ethos*) appeals.
- Students will be able to identify and evaluate a writer or speaker's credibility (*ethos*).
- Students will be able to complete a literary analysis of style in a non-fiction work.

Alignment to NJSLs

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.

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 [...]

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.

SPEAKING & 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 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.

- Introduce students to key terms in analyzing argument and rhetoric which may include subject, speaker, audience, purpose, claim, *logos*, *pathos*, *ethos*, loaded language, repetition of key ideas or key words, and figurative language.
- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; and use of dialogue.
- Students will review the HSPA open-ended question format and write formal paragraphs incorporating textual support.
- Students will read, listen to, and analyze a variety of texts including historical speeches, contemporary speeches and persuasive texts, literary non-fiction, and literature.
- Students will write and present a persuasive speech and/or essay.
- Students will read, listen to, and analyze a variety of non-fiction narratives.
- Students will write a personal narrative.
- Students will research, write, and present a Public Service Announcement (PSA).

Learning Activities

- Students will listen to, read, view and analyze Lou Gehrig's "Farewell" speech as a model for effective rhetoric.
- Students will listen to, read, view and analyze why George W. Bush's "Ground Zero" speech is an impacting and motivational speech.
- Students will find and cut or print out a column or editorial from a newspaper (print or electronic) that they feel makes an effective argument.
- Students will create or complete a graphic organizer identifying and/or analyzing the persuasive means.
- Students will view and analyze heroes created in modern media (film, cartoon, television, pop culture, etc.).
- Students will identify and discuss how modern media figures are presented as heroes.
- Identify and analyze persuasive means in famous historical speeches including loaded language or significant diction. Suggested speakers include Winston Churchill, Abraham Lincoln, Martin Luther King, Jr., Chief Seattle, Nancy Reagan, Eleanor Roosevelt, Mother Theresa, and others.
- Identify and analyze style in literary non-fiction. Suggested authors include Elie Wiesel, George Orwell, Ernie Pyle, and Isabel Allende.
- Identify and analyze style and persuasive means in literary fiction. Suggested authors and texts may include selections from *Beowulf*, *Grendel*, *The Iliad*, and *The Aeneid*. Students will write and present a persuasive speech and/or essay. After determining their individual criteria for an effective leader or hero, students will write a narrative about a personal hero.
- Students will engage in steps of the writing process for this essay may include brainstorming, outlining, drafting, writing, peer editing, and revising. Students will become effective leaders by researching, writing, and presenting a Public Service Announcement dealing with anti-bullying issues such as suicide prevention, intolerance, isolation, cyber bullying, etc... Students may also choose topics such as domestic violence, drug and/or alcohol abuse, and rape.

Assessments							
Suggested Formative				Suggested Summative			
Closure Questions and Answer (Daily & Semi-Daily Basis)				Persuasive Essay and/or Speech			
Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)				Personal Narrative Essay: after determining their own individual criteria for an effective leader or hero, students will write a narrative about a personal hero			
Group Annotation and/or Presentation of Persuasive Speeches				Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.			
Quiz: Application of Elements of Argument Terms (students read a short persuasive speech and identify and/or analyze key terms)				Public Service Announcement (PSA-ProjectBased Group Assessment): Students will become effective leaders by researching, writing, and presenting a Public Service Announcement dealing with anti-bullying issues such as suicide prevention, intolerance, isolation, cyber-bullying, etc... Students may also choose topics such as domestic violence, drug and/or alcohol abuse, and rape.			
Locate and/or analyze Elements of Argument in a persuasive newspaper article							
Quiz: Literal and interpretive understanding of Elements of Argument in literary and literary non-fiction texts							
21 st Century Skills							
√	Creativity	√	Critical Thinking	√	Communication	√	Collaboration
√	Life and Career Skills	√	Information Literacy	√	Media Literacy		
Interdisciplinary Connections							
History/Social Studies							
Technology							
Technology Integration							
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. B. Creativity and Innovation; C. Communication and Collab.							

Time Frame	Five-Six Weeks (25-30 class periods)
Topic	
Grade 11: Courage in Thought and the Power of Imagination Anchor Text: <i>Frankenstein</i> by Mary Shelly	
Essential Questions	
<ul style="list-style-type: none"> • How are humanity’s spiritual, aesthetic, and moral sensibilities influenced by nature? • How do new perceptions of the world spark revolutions in thought and action? • What can we learn about maturation from identifying the contrary states of the human soul? • How can we make order from chaos of an ever changing world? • How can we give abstract ideas concrete form? 	

- How can we reconcile contraries within ourselves and within society?
- How can courageous individual expression outweigh traditional thought?

Enduring Understandings

- Students will explore the literary expression of artistic and philosophical ideals found in movements that redefined the fundamental ways in which peoples thought about themselves and about their world
- Students will draw conclusions from studied texts in order to identify speakers and establish the motives and purpose behind imaginative, logical, and modernist works and reveal universal truths
- Students will understand how individuals and society make order out of chaos and what that organization reveals
- Students will Identify poetic and literary devices and explain how they work to establish the identity of a speaker.
- Students will focus on establishing the motives and purpose behind imaginative, logical, and modernist works and will explore issues revealed in each, including the fascination with youth and innocence, the questioning of authority for idealistic purposes

Alignment to NJSLs

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.

- A. 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.

- A. 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.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. 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).
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

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

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, and audiences.

LANGUAGE

Conversations 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 make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking 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, or 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.

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, and 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.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American 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, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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.

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 [...]

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.

SPEAKING & 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 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.

Key Concepts and Skills

- Introduce students to key terms of style analysis which may include word choice; sentence length, structure, and variety; tone; imagery; figurative language (i.e. foreshadowing); and use of dialogue.
- Students will review the HSPA open-ended question format and write formal paragraphs incorporating textual support.
- Students will read, listen to, and analyze a variety of texts including literary fiction (poetry and prose).
- Students will write a literary analysis on protagonists as foils.
- Students will write a personal narrative from a character’s point of view.
- Students will research, write, and present a Nature vs. Nurture analysis (suggested research materials include, but are not limited to OTHS databases, American Psychology Association, etc.).

Learning Activities

- Students will compare Wordsworth’s *Tinturn Abbey* with John Melloncamp’s *Small Town*.
- Students will identify and analyze a poem or song lyrics connecting to the effect of nature’s

influence on spiritual and moral sensibilities. (modeled in Learning Activity 1)

- Students will demonstrate prose by composing their own Ode to an object. (modeled in *Ode to a Grecian Urn*).
- Students will work in groups in order to read, analyze, and summarize one part of *The Rime of the Ancient Mariner*. They will become effective speakers by presenting their parts to the class.
- Students will write a personal narrative essay in the form of diary entries from the point of view of one character.
- Students will write a literary analysis comparing and contrasting two protagonists and the role of human nature, violence, and importance of laws/government in the novel. Students will engage in steps of the writing process for this essay that may include brainstorming, outlining, drafting, writing, peer editing, and revising.

Assessments

Suggested Formative	Suggested Summative
Closure Questions and Answer (Daily & Semi-Daily Basis)	Personal Narrative Essay: explore the point of view of a character
Exit Pass, Do Now, & Journal Entries (a minimum of one paragraph)	Expository Essay: character analysis
Group Annotation and/or Presentation of Poems and song lyrics	Open-Ended Questions: students will be presented with a variety of texts and be required to formulate well-organized, concise, and textually supported formal paragraphs.
Quiz: Application of Elements of Literature as well as reading comprehension	Nature vs. Nurture Presentation: Students will conduct research on violence, environment, genetics, etc. and their role in the lives of children who kill other children.
Follow directions , as well as write directions in a survivor-like challenge	

21st Century Skills

√		√	Critical Thinking	√	Communication	√	Collaboration
√	Life and Career Skills	√	Information Literacy	√	Media Literacy		

Interdisciplinary Connections

History/Social Studies
Technology

Technology Integration

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**