



West Windsor-Plainsboro Regional School District
Language Arts III Honors (H)
Grade 11
July 2021

Language Arts III

Introduction

Language Arts III is a disciplined curricula intended for the college bound eleventh grade student interested in the critical examination of informational and literary texts as a means to discovering, discussing, and writing about various genres within the context of text based units. The course is designed to instruct students, using the New Jersey Student Learning Standards for English Language Arts through a broad spectrum of classic and contemporary works (both fictional and informational). The units provide examples of texts for developing proficiency in the Reading Standards for both Literature and Informational Texts. Students will learn to write with a purpose, to consider their audience, and to utilize the writing process and proper conventions of language when using the Writing Standards' required argumentative, narrative and informational/explanatory essays. Students will engage in readings, self-reflections, and analytical and creative writings. They will participate effectively in a range of collaborative discussions, including: one-on-one, in groups, peer-led, and teacher-led. They will have the opportunity to present information with visual or audio materials using current technology apropos to audience. It is expected that students in this course have proficiency as readers, writers, and public speakers; the course is designed to enrich and enhance these already existing skills. Students will develop an independent reading life by cultivating an interest and ability to find and choose books that address their individual interests, needs, and passions in order to become curious, well-informed, mature, empathetic and compassionate human beings. They will contribute to a school-wide culture of reading, which will help increase students' reading volume and stamina, encourage "talk" around books, and allow for positive experiences with reading

Unit 1: “To Thine Own Self Be True” The Power of Story - Narrative Text	
Content Area: Language Arts	
Course & Grade Level: Language Arts III	
Summary and Rationale	
<p><i>“Literature might be called the art of story, and story might in turn be called a universal language, for every culture we know of has a tradition of storytelling...We might even say that a major goal of living is to create the story of our own lives, a story we hope to take pleasure and pride in telling.” — Andrea A. Lunsford, The Everyday Writer</i></p> <p>Unit One builds on the notion that one of the most powerful forms of communication is, and always has been, storytelling. From ancient times to modern day, stories have entertained, informed, effected change and encouraged self-reflection and empathy. In this unit, students will explore the power of storytelling, the components of a great story, and why stories are the foundation of English Language Arts and most genres. By analyzing relevant text (fictional as well as informational), students will understand the nuances of narration, and gain a deeper appreciation of author’s craft (i.e., narrative structure, tone, diction, mood) through exploring key psychological and contemporary societal issues. While this unit focuses on narrative text, informational texts will be incorporated as students read and analyze essays and articles that help to illuminate the novels and stories read in this unit. Furthermore, students will see the role of anecdotes in informational text and how “stories” enliven non-fiction writing as well. Finally, understanding the components of storytelling will help students embrace the narratives, both read and composed, fostering self-discovery and a deeper understanding of students’ positions and agency within the world. Students will produce narratives that demonstrate their experiences, voices, and emerging styles following the conventions of standard English. Students will demonstrate their studies and discoveries through objective and authentic assessments. Students will develop an independent reading life by cultivating an interest and ability to find and choose books that address their individual interests, needs, and passions.</p>	
Recommended Pacing	
45 days, approximately	
New Jersey Student Learning Standards for English Language Arts	
Standard: Reading Literature	
CPI #	Cumulative Progress Indicator (CPI)
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).

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).
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.)

Standard: Reading Informational Text

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.

Standard: Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Standard: Writing	
W.11-12.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 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. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 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). 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.
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.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
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CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Reading History and Social Studies	
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
6.3 Active Citizenship in the 21st Century	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
New Jersey Student Learning Standards for Reading Science and Technical Subjects	
RST.9-10.1.	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.9-10.2.	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Instructional Focus	
Unit Enduring Understandings	

- Good readers identify and analyze relevant text in order to understand the nuances of a piece and gain a deeper appreciation of the author's craft.
- Readers gravitate toward certain texts based on their individual interests.
- Reading from different perspectives fosters an understanding of others and oneself.
- The transformative power of reading will encourage personal reflections.
- Personal writing will lead to self-discoveries.
- Language and cultures influence the formation of personal identities.
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Unit Essential Questions

- What are the elements of effective storytelling and how does an author use these elements to draw the reader in and bring about a specific effect?
- How can I produce the same effect as a writer?
- How can my writing lead to self-discovery and help answer the question: Who am I?
- How do I interact with the world around me?
- How do I define myself and others in my family, school, culture, and society?
- How am I, a member of the human race, both unique and akin to others?
- How do I go about choosing a book for myself and reading it?

Objectives

Students will know:

- how to write and speak clearly and correctly, following the rules of Standard English.
- how to apply the fundamental skills for critical analysis of literature, film, and drama.
- how to communicate ideas using persuasion, comparison, and research.
- how to spell, define, and apply vocabulary words from the required readings.
- how to define and apply literary terms.

Students will be able to:

- write a personal narrative using the writing process.
- develop a creative work to share with the class.
- analyze a writer's style and use of literary devices through close reading.
- determine essential information while listening to presentations, speakers, lectures, and other media.
- succinctly summarize and paraphrase a literary selection.
- critically analyze a piece of literature (i.e., poem, essay, short story, vignette).
- evaluate point(s) of view.
- analyze perspectives of the narrator or characters.
- develop personal voices in their writing.
- recognize the effects of different literary genres on readers.
- develop greater confidence and fluency in choosing independent reading books.

Evidence of Learning

Assessment Options

- Write a personal essay/narrative on a topic of their choice.
- Write an alternate ending or the next chapter for a text read in class.

- tell a story from a picture, object, etc.
- Illustrate a theme of a text read in class by showing how that theme relates to their lives.
- Emulate the voice and style of a writer studied in class.
- Analyze the ways in which authors use literary and/or rhetorical devices to enhance meaning.
- Write in the persona of a character in a work of literature showing how a specific character trait develops.
- Common Assessment 1
 - develop and support their position about the assigned reading passage.
 - Write an essay that clearly addresses the prompt, use appropriate examples from the reading passage, literature, personal experience or observations to support their argument.
 - Use appropriate MLA style, mechanics, and usage.

Resources

Core Text Options:

Novels

Lord of the Flies Golding

The Road McCarthy

The Kite Runner Hosseini

Memoirs

A Long Walk to Freedom Mandela

Man's Search for Meaning Frankl

I Know Why the Caged Bird Sings Angelou

Selections from *Our Stories: An Introduction to South Asian America* (upon availability)

Essays/Articles/Speeches

Excerpts from *Being Heumann: An Unrepentant Memoir of a Disability Rights Activist* Judith Heumann - connect to portrayal of disabled characters

Commencement Address at Stanford University by Steve Jobs

Excerpts from *The Bookseller of Kabul* Seierstaad

"Criteria of the Negro," W.E.B DuBois

"Contemporary Gender Roles in Children's Literature," An Essay by Joshua Heinsz

New York Times Op Ed pieces as they occur

Podcasts

Independent reading choices and class library

Video clips

I am Malala - interview

BBC Panorama North Korea - see "Links for Resources" document

TED talks

Poetry

O Me! O Life! by Whitman

"The White Man's Burden" Kipling

"Romance Sonambulo" Garcia Lorca

Baca, Jimmy Santiago. "I Am Offering This Poem to You." *Immigrants in Our Own Land and Selected Early Poems*. New York: New Directions, 1977.

Johnson, James Weldon. "Lift Every Voice and Sing." *Lift Every Voice and Sing*. New York: Penguin, 1993. (1900)

O'Connor, "My Oedipus Complex"

Alice Walker, "Women"

Pablo Neruda, "Ode to My Suit"

Poetry of Mistral, Rilke, Yeats, Olds, Collins

Kinnell, "The Bear"

Short Stories

"I Stand Here Ironing," Olsen

"The Distance of the Moon", Italo Calvino

The Only Boy in the Ballet Class by Denise Gruszka

The Loneliness of the Long Distance Runner Sillitoe

"The Headstrong Historian" or "Jumping Monkey Hill" by Adichie

Short fiction from *The Stories of Eva Luna* by Allende (specifically "And of Clay Are We Created")

"Saboteur" Ha Jin

"Butterfly Dream" Zhang Zhou trans. D Lin

Unit 2: “We Are Such Stuff As Dreams Are Made On” Cultivating Global Awareness - Informative and Explanatory Text	
Content Area: Language Arts	
Course & Grade Level: Language Arts III	
Summary and Rationale	
<p><i>“It is crucial that we develop real awareness of ourselves as citizens of Earth, linked by mutual and indissoluble bonds. When we clearly recognize this reality and ground ourselves in it, we are compelled to take a strict accounting of our way of life.”</i> Daisaku Ikeda, Educator, Buddhist Philosopher and Peacebuilder</p> <p>Unit Two moves students from inward reflection, established in Unit One, to an outward awareness of the world and institutions around them. Through reading fictional and informational text and researching relevant topics, students will cultivate a global awareness of social issues (i.e., racism, classism, sexism), how they surface contemporarily, and how the common threads that defining the universality of the human condition endure. In addition, by investigating the social, political, economic, and cultural influences that have shaped society past and present, students will gain an understanding of the challenges humanity faces on a local, domestic, and global scale. As they are poised to enter adulthood, students will be encouraged to question and define their increasing roles in society with an awareness of the struggles, conflicts, and tensions operating on micro- and macro-levels that connect all individuals. Students will produce writing (e.g., researched essays, critical responses) demonstrating new knowledge as related to their experiences, developing voices, and emerging styles following the conventions of standard English. Students will demonstrate their studies and discoveries through objective and authentic assessments. Writing will follow the conventions of standard English. Students will continue to develop an independent reading life by cultivating an interest and ability to find and choose books that address their individual interests, needs, and passions.</p>	
Recommended Pacing	
45 days, approximately	
New Jersey Student Learning Standards for English Language Arts	
Standard: Reading Literature	
CPI #	Cumulative Progress Indicator (CPI)
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).

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).
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.)

Standard: Reading Informational Text

CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.

Standard: Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Standard: Writing	
W.11-12.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 6. 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. 7. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 8. 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). 9. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

	10. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2.	Apply appropriate academic and technical skills.
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CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Reading History and Social Studies	
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.5.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
6.3 Active Citizenship in the 21st Century	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
New Jersey Student Learning Standards for Reading Science and Technical Subjects	
RST.9-10.1.	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.9-10.2.	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Texts from diverse backgrounds/geographies cultivate global awareness and promote acceptance of others. • Compelling literature addresses universal themes of human existence and conflict. • Fiction can interest and entertain while simultaneously revealing truths. • Effective readers bring various perspectives (e.g. global, critical, personal/political) to make meaning from text(s). 	

- Effective writers read material closely and evaluate legitimate sources to use as support in their writing.
- Effective writers use specific techniques (e.g., style, diction, organization) to better inform, entertain, and persuade.
- Effective speaking and listening require attention to material under study, the audience and purpose.
- Reading about the past informs how we see the present and shape the future.
- Effective researchers are information literate (e.g. they choose relevant and credible information, evaluate sources, and synthesize information).

Unit Essential Questions

- What are the universal characteristics of belief systems that are common across people and, and how do individuals develop their values and beliefs over time?
- How does reading literature, and globally-oriented texts, shape self-understandings and my place in the world?
- How does literature help us to understand the shifting societal perceptions and influences of race, class, culture, (dis)ability, gender roles, gender identities, and gender expression?
- How are social values and norms perpetuated through history, science, politics, economics, literature, art, and music?
- What does it mean, and why is it important, to be globally aware and literate in the 21st Century?
- How does reading about the past inform the present and shape the future?

Objectives

Students will know:

- how to write and speak clearly and correctly, following the conventions of Standard English.
- how to apply the fundamental skills for critical analysis of literature, film and drama.
- how to apply the fundamental skills for reading informational text.
- how to communicate ideas using persuasion, comparison, and research.
- how to spell, define, and apply vocabulary words from the required readings.
- how to define and apply literary terms.

Students will be able to:

- write a research paper using the writing process and use MLA format..
- effectively use the library, research databases and internet resources when writing a researched essay or paper.
- analyze and understand a writer's style and use of literary devices through close reading.
- use prewriting strategies to make an organized, informative, and interesting essay/project and/or presentation.
- determine essential information while listening to presentations, speakers, lectures, and/or other media.
- succinctly summarize and paraphrase a literary selection.
- analyze perspectives.
- build upon knowledge gained from independent reading.

- continue to make personal choices on independent reading books.

Evidence of Learning

Assessment Options

- Write a well crafted research essay on a topic of social, historical or political significance that cultivates a global awareness of issues in modern societies informed by the literature.
- Read a variety of passages and then respond to the authors' views, making text connections between themselves and their worlds of interaction.
- Use close reading strategies to identify the central idea(s) of informational texts.
- Write a researched-based narrative in MLA format in research writing
- Develop balanced and thorough claim(s) and counterclaims
- Provide a concluding statement or section that follows from and supports the argument(s) presented.
- Write Common Assessment 2
 - Develop and support their position about the assigned reading passage.
 - Write an essay that clearly argues their position, use appropriate examples from the reading passage, literature, personal experience or observations to support their argument.
 - Use appropriate MLA style, mechanics, and usage.

Resources

Core Text Options:

Novels

The Kite Runner Khaled Hosseini

The Things They Carried Tim O'Brien

A Rumor of War Philip Caputo

Non-Fiction

Excerpts from *I am Malala* - Malala Yousafzai

Nickel and Dimed: On Not Getting by In America Ehrenreich

Excerpts from *What is the What* Eggers

Excerpts from *The Karma of Brown Folks* by Vijay Prashad

Independent reading choices and class library

Short Stories

Dubliners - selections - Joyce

"From Behind the Veil" - Dhu'l Nun Ayyoub

"Marriage is a Private Affair" - Achebe

"Two Kinds" - Amy Tan

"Censors" - Luisa Valenzuela

"Inem" - Toer
"Saboteur" - Ha Jin
"The Red Convertible" Louise Erdrich
"Borders" Thomas King
"Fixed Income" Sherman Alexie
"Everything Blooms" Jennifer Zeynab Joukhadar
"Black Eyed Women" Viet Thanh Nguyen
"By Any Other Name" Santha Rama Rau
"This Blessed House" Jhumpa Lahiri
"Bridges" Walter Dean Myers
"When My Mother Came to Stay" Yaa Gyasi
"Sweetness" Toni Morrison
"Girl" Jamaica Kincaid
"Volar" Judith Ortiz Cofer
"The Circuit" Francisco Jimenez
"Gubeiko Spirit" by Te-Ping Chen

Essays/Articles/Speeches

The New York Times Op-Ed columns and articles from current news sources as they occur
"I Hate Tonto..." Sherman Alexie
Excerpts from Sociology and Anthropology texts about culture
"The Danger of a Single Story-Adichie" (Ted Lecture)
"The News from Ireland," Trevor
"Understanding Name-based Microaggressions" Naomi Torres-Mackie
An Indian from India Photographs Both" Anna Palakunnathu Matthew (photo essay)
Pine Ridge Indian Reservation Aaron Huey (photo essay)

Poetry

The Essential Rumi Coleman Barks
Songs and Lyrics of the 1960s and 1970s
O Me! O Life! Whitman
Prospero's Soliloquy Act V, *The Tempest*
"The Lark" & "Those Who Do Not Dance" Gabriela Mistral
Poetry of Rilke
"Becoming Human" Simon J. Ortiz
"Necklaced Whalebone" Dg Nanouk Okpik
"Eagle Poem" Joy Harjo
"I am offering this poem" Jimmy Santiago Baca
"The Map" Gary Soto
"Ode to the Diasporican" Mariposa (María Teresa Fernández)
"In This Place" Amanda Gorman
"Let America be America Again" Langston Hughes
"American History" Michael S. Harper
"The Poem You've Been Waiting For" Tarfia Faizullah

"All You Have is a Country" Ha Jin

"Detonation" Ocean Vuong

Video Clips

Apocalypse Now - clips

Documentaries related to the Vietnam War

Excerpts *Brothers in War* - Loiz Reph

Global Refugee Crisis - News Clips

Examining Labor Around the World - News/Informational Clips

Big Think Interview with Tim O'Brien

Unit 3: “To Be Or Not To Be, That Is The Question” Taking a Stand - The Argument	
Content Area: Language Arts	
Course & Grade Level: Language Arts III	
Summary and Rationale	
<p><i>“Beware of entrance to a quarrel, but being in, bear’t that the opposed may beware of thee.” (<u>Hamlet</u> Act I, scene iii).</i></p> <p>Having explored “Who Am I?” in Unit One and “Where Am I?” in Unit Two, students will consider where they stand on relevant and meaningful issues, both social and personal/political, in Unit Three. They will explore, understand, and take positions on essential questions relevant to themselves in the 21st Century. Students will read novels, poems, a play, essays, informational texts, and/or view films that depict the changing roles of gender identities and some of the following oppositions: individual vs community, art vs the real world, privacy vs government surveillance, preservation of natural resources vs economic gain, for the purpose of questioning their part in creating the world in which they want to live. Students will evaluate research material, dystopias and utopias, and explore current social issues in literature (e.g., feminism, gender identities, anti-racism, social justice) and in life in order to <i>take a stand</i>. Students will demonstrate their studies and discoveries through objective and authentic assessments following the conventions of standard English. Students will continue to develop an independent reading life by cultivating an interest and ability to find and choose books that address their individual interests, needs, and passions.</p>	
Recommended Pacing	
45 days, approximately	
New Jersey Student Learning Standards for English Language Arts	
Standard: Reading Literature	
CPI #	Cumulative Progress Indicator (CPI)
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).

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).
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.)
Standard: Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.

Standard: Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)
SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Standard: Writing	
W.11-12.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> 11. 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. 12. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 13. 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). 14. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

	15. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Reading History and Social Studies	
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
6.3 Active Citizenship in the 21st Century	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for Reading Science and Technical Subjects

RST.9-10.1.	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.9-10.2.	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

Instructional Focus

Unit Enduring Understandings

- Effective writers evaluate all sides of an issue before taking a stand.
- When developing an argument, effective writers acknowledge counterclaims.
- Effective writers develop a strong argument to support a claim.
- Effective speaking and listening require attention to audience, intent and purpose.
- Effective readers and writers bring various perspectives (e.g. global, critical, or personal) to create meaning from text.

- Effective writers read material closely and evaluate legitimate sources to use as support in their writing.
- Effective writers use specific techniques (style, diction, organization) to inform, entertain, and persuade.
- Compelling literature and informational text address universal themes of human existence, cultures and conflict.
- Compelling and informational text raise questions (and sometimes provides answers).
- Compelling and informational text can interest, engage and entertain while revealing truths.

Unit Essential Questions

- What are the components of an effective argument, and how does a writer efficiently develop an argument?
- How do effective communicators use research to strengthen their arguments in writing and debating?
- How do we define utopia and can we achieve it?
- What have been catalysts for changing gender roles and gender expressions?
- How does literature help us to understand the shifting societal perceptions and influences of gender roles, gender identities, and gender expressions?
- How does literature help us to understand the shifting societal perceptions and influences of stereotyping, racism and sexism?
- How does the government influence our culture and our lives, and how much control should it have?
- How do societal pressures of the dominant culture, and/or their home cultures influence literature, and how does literature influence society?
- What does the individual lose or gain through rebellion against the dominant culture, and/or their home cultures, and what does society lose or gain through conformity?
- Imagine and determine the world you want to live in; what contributions and changes can you make to achieve it?

Objectives

Students will know:

- how to write and speak clearly and correctly, following the rules of Standard English.
- how to apply the fundamental skills for critical analysis of literature, film, and drama as well as non-fiction texts.
- how to communicate ideas using persuasion, comparison, and research.
- how to spell, define, and use vocabulary words from the required readings.
- how to define and apply literary and rhetoric terms.

Students will be able to:

- write an argumentative essay using the writing process.
- effectively use the library and Internet resources when writing a researched essay or paper.
- develop and practice annotation skills and notetaking.
- analyze and understand a writer's style and use of literary devices through close reading.
- collaborate with a team to research, develop and argue in a formal debate.

- participate in small group discussions about any materials read in order to generate interest and ideas for writing an analytical essay.
- determine and understand essential information while listening to presentations, speakers, lectures, and other media.
- critically analyze and appreciate a poem.
- gain and share knowledge and understanding of independent reading books.

Evidence of Learning

Assessment Options

- Compare a book they read to a film about the same story and prove which is more effective in conveying its themes (feminist, dystopian, etc.)
- Analyze two different perspectives on an issue provided, and support one of the two points of view given or present a different point of view on the issue (debate).
- Write an argumentative essay on the book they have read and discussed in their independent reading book clubs.
- Initiate and participate effectively in a range of collaborative discussions such as Socratic Seminars, independent reading discussions, fish bowls, and book clubs
- Use research, collaboration, self-direction, and effective communication to participate in a formal debate
- Common Assessment 3
 - Develop and support your position about the assigned reading passage.
 - Write an essay that clearly addresses the prompt, use appropriate examples from the reading passage, literature, personal experience or observations to support your argument.
 - Use appropriate MLA style, mechanics, and usage.

Resources

Core Text Options:

Novels

1984 Orwell

Brave New World Huxley

Fahrenheit 451 Bradbury

Pride and Prejudice Austen

Sense and Sensibility Austen

Longbourn (The servants' view of *Pride and Prejudice*)

The Handmaid's Tale Atwood

Testaments Atwood

Oryx and Crake Atwood

Independent reading choices and class library to be used in Lit Circles and book clubs

Short Stories

"The Ones who Walk Away from Omelas" LeGuinn

New stories as identified on sites like Words Without Borders, World Literature Today or Electric Literature.

Plays

An Enemy of the People Ibsen

Mother Courage Brecht

Poetry

"To an Athlete Dying Young" Housman

"London" William Blake

"Cinderella" Sexton

"The Times They Are a-Changin'" Dylan

"Fire and Ice" Frost

"The Colonel," Forche

"Theme for English B" Hughes

"Harlem" Hughes

"Not marble, nor the gilded monuments" Shakespeare

"A Poem of Changgan" Li Po

"Black Poet, White Critic" By Dudley Randall

"Ode to My Suit" Neruda

"Demeter's Prayer to Hades" Dove

Essays/Articles

Maslow's "Hierarchy of Needs"

The Declaration of Independence Jefferson

"The Fallacy of Success" Chesterton

The Tipping Point: How Little Things Can Make a Big Difference Gladwell

Talking to Strangers: What We Should Know about the People We Don't Know Gladwell

Innumeracy Paulos

The Coming Merger of Mind and Machine Kurzweil

The New York Times Op-Ed columns and articles from current news publications as they occur

Women's Voices/Feminist Visions excerpts

"How Native American Team Names Distort Your Psychology" by Fryberg

Video Clips

Boys Don't Cry

The Great Debaters

Apropos TED and youtube articles

Unit 4: "All the World's a Stage" Life Imitates Art	
Content Area: Language Arts	
Course & Grade Level: Language Arts III	
Summary and Rationale	
<p><i>Oscar Wilde's quotation, "Life imitates art far more than art imitates Life" captures the essence of this unit. In his essay "The Decay of Lying: An Observation," Wilde goes on to say that "the self-conscious aim of Life is to find expression, and that Art offers it certain beautiful forms through which it may realize that energy." Oscar Wilde</i></p> <p>In Unit Four, students will view the world as a stage upon which they will perform. Students will recognize drama as a microcosm of their evolving world and understand the importance and power of the spoken word, movement of the body and projection of self, and character in their evolving world. Students will read plays from the past and the present and will develop effective communication skills by experimenting with improvisations, conducting scene studies, composing soliloquies, writing and performing scenes and adaptations, and devising inventive methods for expressing themselves and their social and personal/political viewpoints on meaningful social issues (e.g., gender identities, anti-racism, social justice). They will demonstrate their studies and discoveries through objective and authentic assessments. Students will continue to develop an independent reading life by cultivating an interest and ability to find and choose books that address their individual interests, needs, and passions.</p>	
Recommended Pacing	
45 days, approximately	
New Jersey Student Learning Standards for English Language Arts	
Standard: Reading Literature	
CPI #	Cumulative Progress Indicator (CPI)
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).
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).
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.)
Standard: Reading Informational Text	
CPI #	Cumulative Progress Indicator (CPI)
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.
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.
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.
Standard: Speaking and Listening	
CPI #	Cumulative Progress Indicator (CPI)

SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
Standard: Writing	
W.11-12.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>16. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>17. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>18. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>19. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>

	20. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.
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.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP6.	Demonstrate creativity and innovation.
CRP7	Employ valid and reliable research strategies.
CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.1	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
New Jersey Student Learning Standards for Reading History and Social Studies	
RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.5.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.2 World History/Global Studies	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
6.3 Active Citizenship in the 21st Century	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
New Jersey Student Learning Standards for Reading Science and Technical Subjects	
RST.9-10.1.	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
RST.9-10.2.	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Drama is a microcosm of the world and it is important to understand the importance of the spoken word, movement of the body, and projection of self and character within this world. • The study of drama can develop effective communication skills through interpretation, rehearsal, and performance. • Drama provides an opportunity for interaction and collaboration. • Drama teaches us about the human condition (encompassing cultural, social/political, & gender issues). 	

- Authors use both plot elements (such as internal and external conflict, tension, and climax) and literary devices (such as irony and paradox) to establish and enhance messages in drama.
- The language of Shakespeare endures and informs the human heart and mind.
- By harming others for personal gain, people ultimately harm themselves.

Unit Essential Questions

- How is drama a microcosm of the world?
- What does drama show us about the human condition and the important social issues (eg: gender roles/gender expression, racism, social justice) facing our evolving world?
- How does modern drama differ from that of Shakespeare's time or other cultures (Chinese opera, Noh, Yoruba Theater etcetera)?
- How will drama help me appreciate the power of words to effect meaningful personal or societal change?
- How can the study of drama help me present myself and my views in an effective and relevant way?

Objectives

Students will know:

- how to write and speak clearly and correctly, following the rules of Standard English.
- how to apply the fundamental skills for critical analysis of literature, film, and drama, as well as non-fiction texts.
- how to communicate ideas using persuasion, comparison, and research.
- how to spell, define, and apply vocabulary words from both the genre and the required readings.
- how to define and apply literary terms.

Students will be able to:

- research Shakespeare's world in order to compare it to their world, perspectives or cultures.
- read, analyze, and interpret dialogue from different time periods.
- recreate the language of the playwright on stage or in digital presentation.
- collaborate in order to create, develop, and present a scene from a variety of plays.
- create a scene that is a reflection of their own vision of their evolving world.
- read and evaluate literary criticism and apply principles and theories (through varying critical lenses) to the plays they have read.
- determine essential information while listening to presentations, speakers, lectures, and other media.
- succinctly summarize and paraphrase a literary selection.
- compose a line-by-line explication of a passage.
- critically analyze a soliloquy.
- interpret a scene from a play (through their personal lens).
- evaluate point of view.
- continue to choose books and share them with their peers and teachers.

Evidence of Learning

Students will:

- view a variety of media for the purpose of creating their own spoken word performances.
- compare a play they read on their own to a film about the same story and determine/argue which is better based on their readers' perspective.
- analyze two different perspectives on an issue provided, and support one of the two points of view given or present a different point of view on the issue.
- experiment with improvisations, conduct scene studies, compose soliloquies, write and perform scenes and adaptations, and devise inventive methods for expressing themselves.
- adopt the necessary vocabulary to discuss playwriting (e.g., character voice, motivation, objective, stage directions).
- initiate and participate effectively in a range of collaborative discussions such as Socratic Seminars and collaborative rehearsals and performances.
- use research, collaboration, self-direction, and effective communication to participate in a formal presentation of a scene before an audience or in a rehearsed digital production.
- analyze, appreciate and discuss the psychoanalysis of Lady Macbeth or analyze how the Japanese filmmaker Akira Kurosawa in his film *Throne of Blood* draws on and transforms Shakespeare's play *Macbeth* in order to develop a similar plot set in feudal Japan.

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Resources

Core Text Options:

Plays

All the World's a Stage (from *As You Like It*) Shakespeare

Macbeth Shakespeare

Antigone Sophocles

Taming of the Shrew Shakespeare

Julius Caesar Shakespeare

A Streetcar Named Desire Williams

Pygmalion Shaw

Trifles Glaspell

Scots on the Rocks Richard Nathan

Independent reading choices and class library (e.g., Suggested independent reading: *Long Way Down* by Jason Reynolds; *All the President's Men* by Bob Woodward and Carl Bernstein, *Will in the World: How Shakespeare Became Shakespeare*, by Stephen Greenblatt)
(Pieces from Hogarth Shakespeare Series: *MacBeth* Jo Nesbo, *Vinegar Girl* Anne Tyler)

Poetry

Selected Sonnets by Shakespeare

Poems inspired by dramas

Essays & Non-Fiction

Critical reviews

Articles related to plays & social/political, racial & gender issues raised by the work.

Excerpts from *Holinshed's Chronicles*

Video Clips

Macbeth (Various productions)

Taming of the Shrew

PBS clips on Shakespeare

Modernized versions of Shakespeare:

Scotland, PA Billy Morrisette

Ten Things I Hate About You

She's the Man

Men of Respect - William Reilly

Throne of Blood - Kurosawa

Streetcar Named Desire Kazan

Indecent by Paula Vogel

The Niceties by Eleanor Burgess

The God of Vengeance by Sholom Ash

Disgraced by Ayad Akhtar

The Laramie Project by Moises Kaufman and members of the Tectonic Theater Project

Integrated Unit - Choice Reading	
Content Area: Language Arts	
Course & Grade Level: Departmental	
Summary & Rationale	
<p>Research abounds on how being a successful, lifelong reader improves vocabulary, enhances writing skills, increases success on tests, and prepares students for college and careers.</p> <p>The choice reading component of the high school Language Arts program, which begins with summer reading and continues throughout the school year via book talks, conferences, and presentations, encourages the behaviors of successful, lifelong readers by having students dedicate time to reading, successfully self-select reading material, and share books and their reading experiences with other readers.</p> <p>In addition, choice reading provides readers with what Kelly Gallagher calls “imaginative rehearsals” for the real world, which helps people become wiser, more knowledgeable, empathetic human beings.</p> <p>Note, the WW-P High School Language Arts department uses a “blended” model for reading instruction that combines “choice” texts with classic, more complex mentor texts.</p> <p>See resources below.</p>	
Recommended Pacing	
Ongoing throughout the school year	
New Jersey Student Learning Standards for English Language Arts	
<p>Reading Literature</p> <p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	

RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).

Reading Informational Text

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance.

Speaking and Listening

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

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 set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.2. 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.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

New Jersey Student Learning Standards for Reading History and Social Studies

RH.9-10.1. Accurately cite strong and thorough textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Student Learning Standards for Reading Science and Technical Subjects

RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.

RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP12. Work productively in teams while using cultural global competence.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Instructional Focus

Enduring Understanding

Lifelong readers dedicate time to read, successfully self-select reading material, share books with other readers, engage in discourse about their reading, and develop an on-going reading plan.

Essential Questions:

- How do we interact and think about text meta-cognitively?
- How do we develop “theories” about characters, themes, plot, etc.?
- How do we follow an argument in a text?
- How does reading develop or change our thinking?
- How do we effectively support ideas with textual evidence?
- How do we follow the rules of collegial discussion?
- Why is it valuable to pose questions that propel conversations, respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify our own views to make new connections in light of evidence and reasoning?
- How does reading about the past inform the present and the future?

Suggested Objectives

Students will know:

- how to read closely.
- why literature and texts are meaningful.
- how to speak and listen to others about literature and texts.
- why it is important that we should speak and listen to others about literature and texts.
- how to write about literature and texts.

Evidence of Learning

Assessment
Teacher-student conferences, book talks, Socratic Seminars, Padlet activities, Group work, Presentations, Literary essays, Reflective Journals, etc.
Resources
<p>Student selected independent reading and book club books</p> <p>Choice reading curriculum documents</p> <ul style="list-style-type: none"> - Common Sense Education Review - Goodreads in the high school classroom - Goodreads Edutopia <p>Professional Resources:</p> <p>Gallagher, Kelly, and Richard L. Allington. <i>Readicide</i>. Portland, Me.: Stenhouse, 2009. Gallagher, Gordon, Berit. <i>No More Fake Reading: Merging the Classics with Independent Reading to Create Joyful, Lifelong Readers</i>. Thousand Oaks, CA: Corwin Publishers, 2017.</p> <p>Kittle, Penny. <i>Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers</i>. Portsmouth, NH: Heinemann, 2013.</p> <p>Miller, Donalyn. <i>The Book Whisperer: Awakening the Inner Reader in Every Child</i>. San Francisco, CA: Jossey-Bass, 2009.</p> <p>Articles:</p> <p>https://www.washingtonpost.com/news/answer-sheet/wp/2013/11/14/getting-kids-to-read-the-5-key-habits-of-lifelong-readers/?utm_term=.910e76f9a70c</p> <p>http://www.sdkrashen.com/content/articles/singapore.pdf</p>
Integrated Unit - Developing Language Skills
Content Area: Language Arts
Course & Grade Level: Departmental
Summary & Rationale
As indicated in the New Jersey Student Learning Standards, in order: “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.” The WW-P High School Language Arts curricula support this standard for language development.

(From the NJDOE NJSLS for Language)

Recommended Pacing

Ongoing throughout the school year

New Jersey Student Learning Standards for English Language Arts

Conventions of Standard English

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

1. Use parallel structure.
2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- B. Use a colon to introduce a list or quotation.
- C. Spell correctly.

Knowledge of Language

L.9-10.3. 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 word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Use

L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 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., *analyze, analysis, analytical; advocate, advocacy*).

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.

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.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

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

L.9-10.6. 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.

New Jersey Student Learning Standards for 21st Century Life and Careers

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

New Jersey Student Learning Standards for Technology

8.1 All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Students will

- demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- understand how language functions and make effective choices for meaning or style.
- determine or clarify the meaning of unknown words and phrases by using multiple resources and background knowledge gained from reading and listening

- demonstrate understanding of word relationships and nuances in language.
- acquire and use a range of general academic and domain-specific words and phrases in speaking and writing.

Evidence of Learning
Assessment
FCA work in writing assignments Informal and formal writing assignments
Resources
Ehrenworth, Mary. <i>The Power of Grammar</i> . Portsmouth, NH: Heinemann, 2005. Beck, Isabel, et. al., <i>Bringing Words to Life: Robust Vocabulary Instruction</i> . New York, NY: The Guilford Press, 2013. The Collins Writing Program (FCAs) http://collinsed.com/approach/

