CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
CONTENT: ENGLISH DEPARTMENT
SPEECH/PUBLIC SPEAKING

Speech/Public Speaking Curriculum Guide

Pacing Guide: Speech/Public Speaking is a full year elective that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.	First marking period: to introduce the key pieces to form a strong speech. The remaining three marking periods, the students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-4 weeks of which at least 1/3 of the time will be dedicated to the planning, preparation and presentation stages respectively. At the end of each unit, the students will present and then meet with either the teacher or a panel of peers who will share notes on presentation highlights as well as areas that require further improvement. This constructive criticism activity will incorporate an action plan that will list methods for improvement. Unit 1-Getting Started(1-3weeks-assessment) Chapter One-How Communication Works Chapter Two-Building a Speech: Topic, Audience and Purpose Chapter Three-Building a Speech: The Body Chapter Four-Building a Speech: The Introduction and Conclusion Chapter Five-Delivering Your Speech Chapter Six-Listening and Evaluating Unit 2-Personal Speeches(1-2 weeks-assessment) Experience 1-The Introductory Speech Experience 2-Speech on Communication Apprehension Experience 3-A Speech About a Personal Experience Experience 5-A Speech to Develop Body Language Unit 3-Speeches to Share Information(1-2 weeks-assessment) Experience 6-The Demonstration Speech Experience 7-The Speech to Inform Experience 8-The Book Review

Unit 4-Speaking Persuasively(1-2 weeks-assessment)
Experience 9-The Speech to Persuade
Experience 10-The Speech to Motivate
Experience 11-A Speech to Gain Good Will from a Disagreeing Audience

Unit 5-Social Speeches(1-4 weeks-assessment)
Experience 12- The Speech to Entertain
Experience 13-The After-dinner Speech
Experience 14-Nomination to Office and Acceptance Speeches
Experience 15-The Introduction Speech
Experience 16-Welcoming and Response Speeches
Experience 17-Presenting and Accepting Gifts
Experience 18-The Fare well Speech
Experience 19-Impromptu Speech

Unit 6-Speeches for Special Occasions(1-2 weeks-assessment)
Experience 20-The Eulogy or Tribute Speech
Experience 21-The Dedication Speech
Experience 22-The Anniversary Speech
Experience 23-The Commencement Address

Unit 7-Contest Speaking(1-2 weeks-assessment)
Experience 24-Oral Presentation
Experience 25-Extemporaneous Speaking
Experience 26-Parliamentary Procedure and Student Congress
Experience 27-Debate

	Unit 8- Business and Career Speaking(1-2 weeks-assessment) Experience 28-The Sales Talk Experience 29-The Lecture Forum Experience 30-The Computer Assisted Presentation Experience 31-The Interview Experience 32-The Panel Discussion Unit 9-The Mass Media(1-2 weeks-assessment) Experience 35- The Radio Commercial Experience 37- The Film or TV Program Review Experience 38- Radio/ Television Commentary

21st Century Life and Careers:	Students will work on speech projects that are integral parts of specific careers. These opportunities will foster an understanding and respect for an English degree as a stepping stone to achieving occupational goals.
Evaluating Information	9.4.12.IML.2-Evaluate for timeliness, accuracy, perspective, credibility of the source and relevance of the information, in media, data, or other resources.
Argumentative Writing	9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.
Digital Citizenship	9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
Critical Thinking and Problem Solving	9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
Creativity and Innovation	9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
	9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.
9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.7	9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.
9.4.12.DC.1 9.4.12.DC.7	9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CI.3	9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition
	CRP1-Act as a responsible contributing citizen and employee CRP2-Apply appropriate academic and technical skills CRP4-Community clearly and effectively and with reason CPR5-Consider the environment, social and economic impacts of decisions
Career Ready Practices	

	CPR6-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 CRP9-Model integrity, ethical leadership and effective management CRP10-Plan education and career paths aligned to personal goals CRP11-Use technology to advance productivity

Technology Standards **8.1 Educational Technology** 8.1.12.IC.1 8.2.12.ITH.3 8.2.12.ETW.3	Students will work with technology in an attempt to engage audience members using computer and project-based tools. In addition, students will also use technology to access information necessary for speech projects that require research. 8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (*Knowledge, Acquisition and Researching AND Literary Themes*). 8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies has had on innovation and on societies economy, politics, and culture. 8.2.12.ETW.3- Identify a complex, global environmental or climate change issue, develop a systemic plan of investigation, and propose an innovative sustainable solution.

Note: Each district should review the various strategies noted below and determine which are applicable for their population within varied grade levels and languages and make edits where needed.

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
(content, process, product and learning environment) **Extension Activities:** ● Incorporate challenging assessments ● Open forums and debates in the classroom regarding controversial issues ● Utilize advanced materials and resources to meet the needs of student ● Competitive and collaborative projects ● Independent projects requiring research skills for assessing information ● Anchor activities ● Advanced discussion techniques ● Set individual goals ● Multimedia projects that relate to student interests and apply to the curriculum ● Extra answer choices on multiple choice assignments to allow for critical thinking	**Modifications for Classroom:** ● Modified in-class assignments ● Building background information ● Simplifying language for presentation ● Internet bilingual dictionaries during class and during assignments ● Word banks for tests and quizzes ● Developing content area vocabulary ● Extended time for all assessments ● Use of graphic organizers ● Internet text translators ● Simplification of requirements ● Access to teacher designated power points and notes ● Concept development ● Collaboration between ESL and classroom teachers ● Pair novice ELL students with advanced ELL students ● Simplification or exemption from particular assignments ● ● Audio and visual media provided to aid comprehension ● Daily positive reinforcement	*(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)* **Modifications for Classroom:** ● In-Class-Support ● Graphic Organizers ● Provide study guides/lesson outlines ● Extended time on assessments ● Research guides ● Analogies ● Highlighting/underlining ● Note-taking guides ● Cue cards ● Establish timelines ● Clarify assignments, directions, instructions ● Chapter/lecture notes ● Assistive technology ● Provide computer programs to assist with written assignments ● Highlight key vocabulary ● Model skills/techniques ● Parent/teacher communication	**Modifications for Classroom:** ● Intervention and Referral Team (I&RS) in –house strategies for teachers ● Extra textbooks at home ● Extended time for assignments ● Highlight key vocabulary ● Pair visual prompts with verbal presentations ● Model skills/techniques ● Modify assignments ● Preferential seating as noted by student and teacher ● Parent/teacher communication ● Provide books on tape/CD/digital media as requested by the student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Repetition and practice ● Provide copy of class notes ● Use computers to complete assignments as requested by student ● Provide verbal reminder of assignment ● Check student independent work

● Multi-level learning stations for meaningful independent work that extends topics and ideas	● Set/post class rules **Modifications for Homework/Assignments:** ● Extended time to complete homework ● Internet text translators ● Use of graphic organizers ● Modified homework assignments ● Internet bilingual dictionaries ● Provide student with clearly stated and written expectations and grading criteria for homework ● Frequent reminders using Google Classroom **Modification for Assessments:** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Establish procedures for accommodations/modifications for assessments ● Grade + Effort **Resources**	● Provide books on tape/CD/digital media as requested by student when appropriate ● Assign peer helper in class ● Pair visual prompts with verbal presentations ● Provide verbal reminder of assignments ● Check student independent work ● Assist student with planning of assignments ● Simplification or exemption from particular assignments ● Preferential seating ● Communication and collaboration with 504 Coordinator and Child Study Team **Modifications for Homework:** ● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student ● Modified homework ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom	● Assist student with planning of assignment ● Assist with technology **Modifications for Homework:** ● Extended time to complete homework ● Simplify complicated assignments into smaller units in phases as needed by student ● Provide student with clearly stated and written expectations and grading criteria for assignments ● Frequent reminders using Google Classroom **Modification for Assessments:** ● Extended time for tests and quizzes ● Restate and clarify directions and questions ● Provide study guides for classroom tests ● Establish procedures for accommodations/modifications for assessments ● Modify answer choices ● Email parent/guardian to remind child at home to study for test

WIDA Standards	Modification for Assessments:	
- Standard 1:Social and Instructional Language - Standard 2:The language of Language Arts - Standard 3:The language of Mathematics - Standard 4:The language of Science	- Extended time for tests and quizzes - Restate and clarify directions and questions - Provide study guides for classroom tests - Establish procedures for accommodations/modifications for assessments	

CONTENT: English-Speech/Public Speaking
Theme: Planning Stage
Essential Questions: What does the student need to know in order to succeed as a presenter? What environmental factors play a part in a presentation? How does the audience play a role? What elemental skills must a student practice as a speaker in order to become a successful public speaker? Which situations require a different delivery style? What must a speaker include in a script? Why must a person adhere to the three-step process in order to ensure effective communication?

Content: (As a result of this learning segment, students will know…)	Skills: (As a result of this learning segment, students will be able to…)	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
- How to pronounce words properly - How to listen purposefully - How to write with purpose - How to plan and organize a presentation - How to identify key factors that influence the required style of presentation - How to implement style-specific cues to meet the expectations of the audience/setting/presentation demand - How to organize a script in a logical pattern	- To enunciate clearly - To identify and satisfy the demands of the audience, setting and presentation requirements - To identify and organize key parts of an effective speech in a variety of styles - To write a script that adheres to all the conditions that make for a professional presentation	**Summative** - Tests - Quizzes **Benchmark** - Journal Writing - Spot-checks **Formative** - Class discussions - Homework **Alternative** - Presentations - Homework - Reading assignments and class reviews - Benchmark assessments	**Standards:** NJSLS.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1 SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10 21st Century Life and Careers 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.7 9.4.12.DC.1 9.4.12.DC.7 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CI.3 Career Ready Practices CRP 1,2,4,5,6,7,8,9,10,11, Technology 8.1.12.IC.1 8.2.12.ITH.3 8.2.12.ETW.3

Pacing Chart/Time Frame:
The Planning Stage is taught and assessed during the First marking period. The Planning Stage introduces the key pieces to form a strong speech.

The remaining three marking periods, the students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks.

Interdisciplinary Connections:
SL 11-12.1 . A-B

Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.
   A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
Research and create a "News Cast"
Activity: Research various different news programs and detail what is unique about the presentation of information. What techniques are most effective? How can you work with your group to create an effective news cast.

News Cast Project

		Materials **Core:** ● *Basic Speech Experiences* **Supplementary:** ● PowerPoint presentations ● Worksheets ● Google Classroom ● Chromebooks ● LCD projector ● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources

CONTENT: English-Speech/Public Speaking	
Theme: Preparation Stage	
Essential Questions: Must a person memorize a speech in order to be highly effective? What must a student include in a presentation other than the written elements? How does the physical presence affect the audience and overall result of a presentation?	How else can a presenter engage the audience? What other aspects of a speech delivery add dimension to a presentation? What other cues can add emphasis in an area that requires a connection between one person and a body of people? How can preparation ensure efficacy as a presenter?

Content: (As a result of this learning segment, students will know…)	Skills: (As a result of this learning segment, students will be able to…)	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● how to commit a speech to memory ● how to print/write a script that is most conducive for delivery ● how to add physical cues and vocal hints to a script ● how to prepare a visual aid that will add to a presentation ● how to compose the body in a manner befitting the style of presentation ● how to tune the ear and eye (with a mirror) to revise a script ● How to exhibit competency in using library resources ● How to understand the value of research ● How to use technology and problem-based learning strategies to develop and enhance analytical and problem-solving skills	● to memorize a script ● to learn and apply non-verbal cues that add to a presentation ● to learn and fabricate a visual aid that fortifies the connection between the speaker and audience ● to annotate vocal and physical cues to connect to the audience ● to learn and apply the appropriate practice measures to prepare for a final presentation ● to reflect on the efficacy of a practice presentation ● to revise the script and/or notations based on observations made during practice presentation(s)	**Summative** ● Tests ● Quizzes **Formative** ● Essays/scripts ● PowerPoints ● Research checks ● Homework **Alternative** ● Benchmark assessments	**Standards:** NJSLS.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1 SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10 Science: ESS3.C ESS3.A 21st Century Life and Careers 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.7 9.4.12.DC.1 9.4.12.DC.7 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CI.3 Career Ready Practices CRP 1,2,4,5,6,7,8,9,10,11,

Technology
8.1.12.IC.1
8.2.12.ITH.3
8.2.12.ETW.3

Pacing Chart/Time Frame:
The Preparation Stage is taught and assessed during the second marking period. The Preparation Stage will expose students to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks of which at least 1/3 of the time will be dedicated to the preparation stage.

Materials:
- *Basic Speech Experiences*
- PowerPoint presentations
- Worksheets
- Google Classroom
- Chromebooks
- LCD projector

CONTENT: English-Speech/Public Speaking	
Theme: Presentation Stage	
Essential Questions: What obstacles will a presenter face even with in-depth planning and full preparation? What skills can a person employ to offer a confident front?	What techniques can a person use to avoid any occurrences that can be construed as mistakes? Which speech opportunities require specific skills/techniques? How can experience help a person become a stronger presenter?

Content: *(As a result of this learning segment, students will know…)*	Skills: *(As a result of this learning segment, students will be able to…)*	Assessments: *(The above Essential Questions will be assessed with the following formative and summative measures:)*	Standards:
● How to execute techniques to create a confident front ● How to read the audience and alter the prepared presentation in order to be more effective ● How to handle certain obstacles common to public speaking events ● How to add style-specific cues for a certain type of presentation ● How to transform experience into an asset	● To set a stance that creates a confident presence ● To manipulate the upper torso in a way that conveys mastery, invitation to engage and professionalism ● To maneuver the head and hands to create a connection with the material and the audience ● To present a variety of styles effectively ● To enunciate clearly ● To speak & listen with purpose ● To reflect and learn from each experience ● to apply non-verbal cues that engage an audience ● to exercise techniques to avoid and/or overcome common presentation obstacles	● Essays/scripts ● Presentation ● Performance reviews ● Benchmark assessments	NJSLS.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1 SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10 Science: ESS3.C ESS3.A 21st Century Life and Careers 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.7 9.4.12.DC.1 9.4.12.DC.7 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CI.3 Career Ready Practices CRP 1,2,4,5,6,7,8,9,10,11,

			Technology 8.1.12.IC.1 8.2.12.ITH.3 8.2.12.ETW.3
			Pacing Chart/Time Frame: The Presentation Stage is taught and assessed during the third marking period. The Presentation Stage will expose students to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks of which 1/3 of the time will be invested in the presentation itself (for all students).

			Interdisciplinary Connections
			L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. Commencement Speech Activity: Compare various commencement speeches for use of language. Use this research to create an individual commencement speech. Commencement Speech Project
			Materials: ● Rubrics ● Peer review worksheets ● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources

CONTENT: English-Speech/Public Speaking	
Theme: Performance Review/Personal Reflection/Preparation for Future Speech Opportunities	
Essential Questions: What are the elements of speech communication? What techniques are necessary in order to speak effectively in life situations? How does a student plan and organize an effective presentation (personal differentiation)? Can a student use language properly?	Can computer technology enhance a presentation? Can library resources bring an understanding to a presentation? Will a speech about a career help a student? Will poise and confidence help a student? How does the media influence society?

Content: (As a result of this learning segment, students will know…)	Skills: (As a result of this learning segment, students will be able to…)	Assessments: (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards:
● How to demonstrate an understanding of speech communication ● How to speak effectively in everyday life situations ● How to plan and organize an effective presentation ● How to present a speech about a career ● How to reinforce and support other academic areas as they relate to the study of literature and speech ● How to critically assess the growing influence of media ● How to foster sound moral, cultural, and social attitudes based on the lessons of a constructive debate ● How to instill in the student an awareness of current events to better understand the student's role as a "citizen of the world."	● To learn and apply essential steps for proper public speaking ● To self-reflect/self-assess a performance ● To reflect/assess a performance ● To learn, plan, prepare and present speeches that are common in certain occupations ● To evaluate the value of the platform, presentation and underlying socio-economic message in a speech ● To use multiple resources to plan, prepare and present	● Tests ● Quizzes ● Essays/scripts ● Homework ● Performance reviews ● Benchmark assessments	Standards: NJSLS.ELA-Literacy RL11-12.4 – RL11-12.6 RI11-12.4 – RI11-12.6 W11-12.1 – W11-12.2 W11-12.4 – W11-12.10 SL11-12.1, SL11-12.3 L11-12.1 – L11-12.6 RST11-12.2 RST11-12.5 – RST11-12.7 RST11-12.9 RH11-12.1 – RH11-12.5 RH11-12.7 – RH11-12.10 Science: ESS3.C ESS3.A 21st Century Life and Careers 9.4.12.IML.2 9.4.12.IML.8 9.4.12.IML.7 9.4.12.DC.1 9.4.12.DC.7 9.4.12.CI.1 9.4.12.CT.1 9.4.12.CT.2 9.4.12.CI.3 Career Ready Practices CRP 1,2,4,5,6,7,8,9,10,11

			Technology 8.1.12.IC.1 8.2.12.ITH.3 8.2.12.ETW.3
			Pacing Chart/Time Frame: The Performance Review/Personal Reflection/Preparation for Future Speech Opportunities Stage is taught and assessed during the fourth marking period. During the Performance Review/Personal Reflection/Preparation for Future Speech Opportunities Stage students will be exposed to different styles with a unit specifically designated for the learning and application process. Each unit will require a time investment of 1-2 weeks. At the end of each unit, the students will present and then meet with either the teacher or a panel of peers who will share notes on presentation highlights as well as areas that require further improvement. This constructive criticism activity will incorporate an action plan that will list methods for improvement.

			Materials: ● *Basic Speech Experiences* ● PowerPoint presentations ● Worksheets ● Rubrics ● Notes

NJSLS Reading Literature	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.)
	RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
	RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

NJSLS Reading Informational Text	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.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
	RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. 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.
NJSLS Speaking and Listening	SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on *grades 11–12 topics, texts, and issues,* building on others' ideas and expressing their own clearly and persuasively.

	A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

NJSLS Language	L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	    A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
	
	L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	    A. Observe hyphenation conventions.

	B. Spell correctly.
	
	L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	    A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
	
	L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.
	    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	
	    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	
	    C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
	
	    D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	
	L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
	
	    B. Analyze nuances in the meaning of words with similar denotations.
	
	L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

NJSLS Writing	W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

    B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

    C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

    D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

    E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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

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

    A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

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

	C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 　　A. Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics"). B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

	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.
NJSLS Reading History	RH.11-12.1 – Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. RH.11-12.2 – Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationship among the key details and ideas. RH.11-12.4 – Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text. RH.11-12.6 – Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence. RH.11-12.7 – Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. RH.11-12.8 – Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. RH.11-12.9 – Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
NJSLS Reading Science and Technical Subjects	RST 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information

	presented in a text by paraphrasing them in simpler but still accurate terms.