English 12 Curriculum Guide

| Pacing Guide:
English 12 is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle. | Choose at least 5 of the following to be completed by the end of the year. Each text should be completed in 2-6 weeks, depending upon the difficulty and length. Students should be reading during the entire school year. Pacing for each text is listed below.

● *The Awakening,* Kate Chopin(2-6 weeks-assessment)
● *The Great Gatsby,* F. Scott Fitzgerald(2-6 weeks-assessment)
● *The Scarlet Letter,* Nathaniel Hawthorne(2-6 weeks-assessment)
● *A Farewell to Arms,* Ernest Hemingway(2-6 weeks-assessment)
● *Angela's Ashes,* Frank McCourt(2-6 weeks-assessment)
● *The Crucible; Death of a Salesman,* Arthur Miller (2-6 weeks-assessment)
● *A Long Day's Journey in Night,* Eugene O'Neil (2-6 weeks-assessment)
● *Othello; Richard III,* William Shakespeare(2-6 weeks-assessment)
● *Fast Food Nation,* Eric Scholosser (2-6 weeks-assessment)
● *Their Eyes Were Watching God,* Zora Hurston(2-6 weeks-assessment)
● *Our Town,* Thornton Wilder(2-6 weeks-assessment)
● *A Streetcar Named Desire,* Tennessee Williams(2-6 weeks-assessment)

Vocabulary:
Units 1-15 word lists from the vocabulary workbook, 15 weeks, 4 weeks per marking period, 3 weeks marking period 4 – all units are assessed

Writing:
Persuasive Writing: should be reviewed and assessed over the course of a marking period.
Narrative Writing: should be reviewed and assessed over the course of a marking period.
The Research Paper- 8 weeks-the paper is the assessment
Career Project-1 week-the project is the assessment |

21st Century Life and Careers	Have students work on a Career project in which they understand how an English degree, can help to attain their career 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.
	9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.
Argumentative Writing:	
	9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.
Digital Citizenship:	
	9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.
	9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.
Critical Thinking and Problem Solving:	9.4.12.GCA.1- Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.
Creativity and Innovation	9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.
	9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.
	9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.
Career Readiness Practices	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
	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**	Use technology when researching for literature and writing papers including the Research Paper and the Career Project 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

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
ENGLISH DEPARTMENT

Differentiation/Accommodations/Modifications

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 • Multi-level learning stations for meaningful independent work that extends topics and ideas	**Modifications for Classroom:** • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and 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 • Set/post class rules • Group work incorporating sentence structure and punctuation	*(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 • Provide books on tape/CD/digital media as requested by student when appropriate • Assign peer helper in class • Pair visual prompts with verbal presentations	**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 • Assist student with planning of assignment • Assist with technology

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 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

Modification for Assessments:

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		Extended time for tests and quizzes	

WIDA Standards

- 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
- Standard 5:The language of Social Studies

- 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: ELA-Literature, English 12
Theme: Fiction and Non-fiction Literature/Informational text
Essential Questions: What are the various elements of literature? What is the author's purpose? How is vocabulary enhanced through literature? Can you demonstrate the appropriate approach to reading and interpreting a work of literature? Can you read informational texts and find evidence to answer specific questions directly related to the text? How does the understanding of historical events directly relate to the understanding and interpretation of literature?

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 read and analyze fiction - How to read and analyze non-fiction - How to read and analyze informational texts - How to identify and gather information - How to relate historical events to the literature of that period - How to read and analyze the short story - How to read and analyze poetry - How to compare and contrast different reading material that covers the same subject - How to make predictions - How to determine vocabulary from context clues - How to access, view, evaluate, and respond to print, non-print, and electronic texts and resources - How to initiate and participate effectively in a range of collaborative discussions with diverse topics, texts, and issues - How to evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric - How to adapt speech to a variety of contexts and tasks, demonstrating command of formal English - How to listen actively	- Identify central ideas - Analyze characters - Recognize inferences - Identify persuasive techniques - Note writer's style - Recognize patterns of organization - Identify point of view - Make predictions from foreshadowing clues - Identify elements of the novel - Identify the literary tools used in poetry - Recognize imagery, irony, symbolism, in literary works - Interpret the elements of the short story - Use context clues to clarify new vocabulary - Work in groups to judge, clarify and discuss context and themes in literary works - Outline events in literary works to analyze details and structure - Prepare and present an individual project - Prepare and present a speech - Gather evidence from a text - Construct meaning from media - Understand visual and verbal messages	**SUMMATIVE** - Unit tests - Essay tests **BENCHMARK** - Tests/quizzes - Projects - Journal Writing - Poetry Writing - Reading Checks - Daily Review - Spot-checks - Reading guides - Homework **FORMATIVE** - Partner sharing in a class opener - Panel discussions - Homework - Group work **ALTERNATIVES** - Projects - Class discussions/participation - Presentations - Group Presentations on assigned literature - Lecture and Note taking - Questions and Answers - Guided Reading Activity - Final Exam - Benchmark assessments	Standards: NJSLS.ELA.-Literacy RL.11-12.1 through RL.11-12.10 RI.11-12.1 through RI.11-12.10 SL.11-12.1through SL.11-12.6 L.11-12.1 through L.11-12.6 RH.11-12.1 through RH.11-12.3 RH.11-12.1 RH.11-12.3 RH 11-12.8 RST.11-12.1 RST.11-12.2 Science LS2.D Career Ready Practices CRP 1,2,4,5,6,7,8,9,11 21st Century Life and Careers 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. 9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations

● How to comprehend while listening ● How to read a wide variety of materials and texts with fluency and comprehension	● Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence ● Participate in discussions ● Evaluate a speaker's point of view ● Adapt speech demonstrating a command of formal English ● Listen actively ● Comprehend while listening ● Understand and use reading strategies ● Use comprehension skills ● Respond to a text		Technology 8.1.12.A.2 8.1.12.D.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.3
			. Interdisciplinary Connections: LA.SL.11-12.1.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. 1920's webquest to introduce The Great Gatsby. How do the colors affect the characters? How does the time period effect the novel? https://sites.google.com/view/the-great-gatsby-digital-escap/home

			Materials:
			CORE:
			● *Elements of Literature*
			● *The Awakening,* Kate Chopin
			● *The Great Gatsby,* F. Scott Fitzgerald
			● *The Scarlet Letter,* Nathaniel Hawthorne
			● *A Farewell to Arms,* Ernest Hemingway
			● *Angela's Ashes,* Frank McCourt
			● *The Crucible; Death of a Salesman,* Arthur Miller
			● *A Long Day's Journey in Night,* Eugene O'Neil
			● *Othello;* William Shakespeare
			● *Fast Food Nation,* Eric Scholosser
			● *Their Eyes Were Watching God,* Zora Hurston
			● *Of Mice and Men;* John Steinbeck
			● *Our Town,* Thornton Wilder
			● *A Streetcar Named Desire,* Tennessee Williams
			● Journal articles
			● Academic Materials
			● **SUPPLEMENTARY**
			● Supplemental Videos
			● Technological Materials
			   ● Google Classroom
			   ● Chromebooks
			   ● LCD projector
			   ● A guide to how gender-neutral language is developing around the world

			● Additional LGBTQIA+ Persons with Disabilities Resources ● A guide to how gender-neutral language is developing around the world ● Additional LGBTQIA+ Persons with Disabilities Resources ●

CONTENT: ELA-Writing, English 12
Theme: Narrative Writing, Persuasive Writing, Argumentative Writing, Research Simulation Writing (Research Paper)
Essential Questions: How will you write for a variety of purposes? Can you write and correct documents using correct usage and mechanics?

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 research a career that requires an English degree ● How to write a proper narrative ● How to write a persuasive essay ● How to write a research paper using MLA format ● How to use the writing process: prewriting; drafting; revising; editing; post-writing	● Understand the job market as it relates to attaining an English degree ● Develop a strong, focused thesis, and prove that thesis using the text. ● Write a narrative using literary devices ● Write a well-developed response to an open-ended question	● Write a paper about a career that requires an English degree ● The Narrative composition ● The Persuasive essays ● The Research paper ● Career/College Project ● Exams ● Questions and Answers ● Lecture and Note taking ● Creative writing ● Journal writing ● Presentations ● Homework/class work assignments ● Benchmark assessments	NJSLS.ELA-Literacy SL.11-12.1 through 11-12.6 RL.11-12.1 through RL.11-12.9 L.11-12.1 through L.11-12.6 W.11-12.1 through W.11-12.10 Science: LS2.D 21st Century Life and Careers: 9.2.12.C.1 9.2.12.C.2 Career Ready Practices: CRP 1,2,4,6,7,8,10,11

● How to write for a specific audience and purpose ● Demonstrate proficiency in writing a documented paper, synthesizing information from several sources ● How to correctly paraphrase and quote from primary and secondary texts in order to avoid plagiarism	● Use transitions effectively ● Write a five paragraph essay including an introduction, three paragraph body, conclusion, transitions, and compositional risk. ● Write a research paper using MLA format and following the Purdue OWL model ● Write an effective college essay		21st Century Life and Careers ***Argumentative Writing***: 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. ***Digital Citizenship:*** 9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations ***Critical Thinking and Problem Solving***: 9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative creative skills and ideas. 9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice. 9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving. ***Creativity and Innovation***: 9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition ***8.1 Educational Technology***: 8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and curtural practices (Knowledge, Acquisition and Resrarching AND Literary Themes). 8.2.12.ITH.3 - Analyze the impact that socialization, social media, and access to open source technologies 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. ***Interdisciplinary Connections:*** https://drive.google.com/file/d/1KedqzbPeqeL0ptVaKPzc6mXtjP82G_xf/view?usp=sharing

- How to write and edit to conform to the most MLA handbook - How to write the college essay - Varied sentence structure - How to proofread writing - How to identify and correct special problems in usage and mechanics.	- Write using the writing process - Write for a specific audience - Paraphrase and quote correctly in writing in order to avoid plagiarism - Vary sentence structure - Construct writing assignments using standard English grammar - Proofread documents - Use correct grammar and usage in writing assignments		**Core:** **Materials**: *MLA Handbook* *Purdue OWL* **SUPPLEMENTARY:** Research Resources Databases *Elements of Literature* Newspaper articles Turnitin.com. Google Classroom Chromebooks LCD projector A guide to how gender-neutral language is developing around the world Additional LGBTQIA+ Persons with Disabilities Resources https://docs.google.com/document/d/1M9CyXv9c21qToMQd9AAt4ElCZfaHKR6jwUac5Nc4dNs/edit?usp=sharing

	● Apply internet skills		

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CONTENT: ELA-Vocabulary, English 12
Theme: Vocabulary
Essential Questions: Can you use vocabulary correctly in context? Can you use context clues to define a word? Can you use strategies to enhance and enrich vocabulary?

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 use context clues to define new words ● How to demonstrate a knowledge of synonyms and antonyms of defined words ● How to correctly complete a sentence using vocabulary words ● How to define words in passages using context clues. ● How to develop techniques and mnemonic devices to remember definitions of words. ● How to select the correct vocabulary word or a sentence completion question as they appear on the SAT/ACT ● Identify word meaning in reading passages, using affixes and roots, to correctly answer vocabulary questions as they appear on the SAT/ACT	● Use context clues to define new words ● Demonstrate a knowledge of the meaning of common Latin and Greek affixes and roots ● Select the appropriate synonym/antonym ● Use new vocabulary words to identify answers as they appear on the SAT/ACT	● Quizzes ● Tests ● Story writing that includes vocabulary words ● Final Exam ● Questions and Answers ● Lectures and Note taking ● Warm-up exercises ● Sentence completion ● Writing assignments ● Vocabulary assignments (*Vocabulary Workshop*) ● Benchmark assessments	Standards: NJSLS.ELA-Literacy L.11-12.1.B L.11-12.2.B L.11-12.4(A-D) L.11-12.5.B Science: LS2.D Career Ready Practices CRP 4 21st Century Life and Careers: 9.2.12.C.1 9.2.12.C.2 Technology: 8.1.12.A.2 8.1.12.D.1 8.1.12.D.5 8.1.12.F.1 8.2.12.B.3

			Materials: Sadlier-Oxford *Vocabulary Workshop* Level G Audio

NJSLS ELA Standards

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.)
NJSLS Reading Informational Text	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.

	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).
NJSLS Speaking and Listening	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. 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.

NJSLS Writing	LA.W.11-12.1 - [Progress Indicator] - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
	   LA.W.11-12.1.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.
	   LA.W.11-12.1.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.
	   LA.W.11-12.1.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.
	   LA.W.11-12.1.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.
	   LA.W.11-12.1.E - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
	LA.W.11-12.2 - [Progress Indicator] - 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.

	LA.W.11-12.2.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. LA.W.11-12.2.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. LA.W.11-12.2.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. LA.W.11-12.2.D - Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. LA.W.11-12.2.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. LA.W.11-12.2.F - Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic). LA.W.11-12.3 - [Progress Indicator] - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. LA.W.11-12.3.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. LA.W.11-12.3.B - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. LA.W.11-12.3.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). 22x LA.W.11-12.3.D - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 0x LA.W.11-12.3.E - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
NJSLS Reading History	RH.11-12.1. 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.11-12.2. 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.11-12.3. 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.11-12.4. 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.11-12.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. RH.11-12.6. 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. Read and analyze history as a primary or secondary source in relation to literature. RH.11-12.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
NJSLS Reading Science and Technical Subjects	RST.11-12.1. 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.11-12.2. 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.