

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

English 11 Honors Curriculum Guide

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| <p><b>Pacing Guide:</b><br/><b>English 11 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.</b></p> | <p><u>Literature:</u> Choose at least 10 of the following to be completed by the end of the year. Each text should be completed in 2-6 weeks, depending on the difficulty and length. Students should be reading during the entire school year.</p> <ul style="list-style-type: none"><li>● <i>Pride and Prejudice</i>(2-6 weeks-assessment)</li><li>● <i>A Doll's House</i>(2-6 weeks-assessment)</li><li>● <i>Frankenstein</i>(2-6 weeks-assessment)</li><li>● <i>Pygmalion</i>(2-6 weeks-assessment)</li><li>● <i>Beowulf</i>(2-6 weeks-assessment)</li><li>● <i>Moby Dick</i>(2-6 weeks-assessment)</li><li>● <i>Jane Eyre</i>(2-6 weeks-assessment)</li><li>● <i>The Elephant Man</i>(2-6 weeks-assessment)</li><li>● <i>Wuthering Heights</i>(2-6 weeks-assessment)</li><li>● <i>Crime and Punishment</i>(2-6 weeks-assessment)</li><li>● <i>Rebecca</i>(2-6 weeks-assessment)</li><li>● <i>Gulliver's Travels</i>(2-6 weeks-assessment)</li><li>● <i>Lord of the Flies</i>(2-6 weeks-assessment)</li><li>● <i>Brave New World</i>(2-6 weeks-assessment)</li><li>● <i>Hamlet</i>(2-6 weeks-assessment)</li><li>● <i>Macbeth</i>(2-6 weeks-assessment)</li><li>● <i>Oedipus Rex</i>(2-6 weeks-assessment)</li><li>● <i>Antigone</i>(2-6 weeks-assessment)</li><li>● <i>Oedipus at Colonus</i>(2-6 weeks-assessment)</li><li>● <i>The Canterbury Tales</i>(2-6 weeks-assessment)</li><li>● <i>The Importance of Being Earnest</i>(2-6 weeks-assessment)</li><li>● <i>How to Read Literature Like a Professor</i>(2-6 weeks-assessment)</li></ul> | <p>Vocabulary:<br/>Units 1-15 from the vocabulary workbook which include 20 words per Unit. Four units Marking Periods 1-3, 3 units Marking Period 4-all units are assessed</p> <p>Writing:<br/>Persuasive Writing: should be reviewed and assessed over the course of a marking period.<br/>Narrative Writing: should be reviewed and assessed over the course of a marking period.<br/>The Research Paper- 8 weeks-the paper is the assessment<br/>Career Project-1 week-the project is the assessment</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  | <p>Vocabulary:</p> <p>Units 1-15 from the vocabulary workbook which include 20 words per Unit. Four units Marking Periods 1-3, 3 units Marking Period 4-all units are assessed</p> <p>Writing:</p> <p>Persuasive Writing: should be reviewed and assessed over the course of a marking period.</p> <p>Narrative Writing: should be reviewed and assessed over the course of a marking period.</p> <p>The Research Paper- 8 weeks-the paper is the assessment</p> <p>Career Project-1 week-the project is the assessment</p> |  |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| <p><b>21st Century Life and Careers:</b></p> <p>9.4 Career Readiness, Life Literacies and Key Skills</p> <p>Evaluating Information</p> <p>Argumentative Writing</p> <p>Digital Citizenship</p> <p>Critical Thinking and Problem Solving</p> <p>Creativity and Innovation</p> <p>Career Ready Practices</p> | <p>Students will complete a Career Project to show how an English degree can help to attain their career goals.</p> <p>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.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p> <p>9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p> <p>9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> <p>9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p> <p>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.</p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.</p> <p>9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  | <p>CRP1-Act as a responsible contributing citizen and employee<br/> CRP2-Apply appropriate academic and technical skills<br/> CRP4-Community clearly and effectively and with reason<br/> CPR5-Consider the environment, social and economic impacts of decisions<br/> CPR6-Demonstrate creativity and innovation<br/> CRP7-Employ valid and reliable research strategies<br/> CRP8-Utilize critical thinking to make sense of problems and persevere in solving them<br/> CRP9-Model integrity, ethical leadership and effective management<br/> CRP10-Plan education and career paths aligned to personal goals<br/> CRP11-Use technology to advance productivity</p>   |
| <p><b>Technology Standards:</b></p> <p><b>8.1 Educational Technology</b></p> <p><b>8.2 Technology Education Engineering, Design and Computational Thinking-Programming</b></p> | <p>Use technology when researching for literature and writing papers including the Research Paper and the Career Project</p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Researching AND Literary Themes</i>).</p> <p>8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources. <i>{Literary Themes}</i></p> <p>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.</p> <p>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.</p> |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

**Differentiation/Accommodations/Modifications**

| <b>Gifted and Talented</b>   | <b>English Language Learners</b>  | <b>Students with Disabilities</b>  | <b>Students at Risk of School Failure</b>   |
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| <p><i>(content, process, product and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Incorporate challenging assessments</li> <li>● Open forums and debates in the classroom regarding controversial issues</li> <li>● Utilize advanced materials and resources to meet the needs of student</li> <li>● Competitive and collaborative projects</li> <li>● Independent projects requiring research skills for assessing information</li> <li>● Anchor activities</li> <li>● Advanced discussion techniques</li> <li>● Set individual goals</li> <li>● Multimedia projects that relate to student interests and apply to the curriculum</li> <li>● Extra answer choices on multiple choice assignments to allow for critical thinking</li> <li>● Multi-level learning stations for meaningful independent work that extends topics and ideas</li> </ul> | <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Modified in-class assignments</li> <li>● Building background information</li> <li>● Simplifying language for presentation</li> <li>● Internet bilingual dictionaries during class and during assignments</li> <li>● Word banks for tests and quizzes</li> <li>● Developing content area vocabulary</li> <li>● Extended time for all assessments</li> <li>● Use of graphic organizers</li> <li>● Internet text translators</li> <li>● Simplification of requirements</li> <li>● Access to teacher designated power points and notes</li> <li>● Concept development</li> <li>● Collaboration between ESL and classroom teachers</li> <li>● Pair novice ELL students with advanced ELL students</li> <li>● Simplification or exemption from particular assignments</li> <li>● Audio and visual media provided to aid comprehension</li> <li>● Daily positive reinforcement</li> <li>● Set/post class rules</li> <li>● Group work incorporating sentence structure and punctuation</li> </ul> | <p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● In-Class-Support</li> <li>● Graphic Organizers</li> <li>● Provide study guides/lesson outlines</li> <li>● Extended time on assessments</li> <li>● Research guides</li> <li>● Analogies</li> <li>● Highlighting/underlining</li> <li>● Note-taking guides</li> <li>● Cue cards</li> <li>● Establish timelines</li> <li>● Clarify assignments, directions, instructions</li> <li>● Chapter/lecture notes</li> <li>● Assistive technology</li> <li>● Provide computer programs to assist with written assignments</li> <li>● Highlight key vocabulary</li> <li>● Model skills/techniques</li> <li>● Parent/teacher communication</li> <li>● Provide books on tape/CD/digital media as requested by student when appropriate</li> <li>● Assign peer helper in class</li> <li>● Pair visual prompts with verbal presentations</li> </ul> | <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Intervention and Referral Team (I&amp;RS) in –house strategies for teachers</li> <li>● Extra textbooks at home</li> <li>● Extended time for assignments</li> <li>● Highlight key vocabulary</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Model skills/techniques</li> <li>● Modify assignments</li> <li>● Preferential seating as noted by student and teacher</li> <li>● Parent/teacher communication</li> <li>● Provide books on tape/CD/digital media as requested by the student when appropriate</li> <li>● Assign peer helper in class</li> <li>● Pair visual prompts with verbal presentations</li> <li>● Repetition and practice</li> <li>● Provide copy of class notes</li> <li>● Use computers to complete assignments as requested by student</li> <li>● Provide verbal reminder of assignment</li> <li>● Check student independent work</li> <li>● Assist student with planning of assignment</li> <li>● Assist with technology</li> </ul> |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  | <p><b>Modifications for Homework/Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework</li> <li>● Internet text translators</li> <li>● Use of graphic organizers</li> <li>● Modified homework assignments</li> <li>● Internet bilingual dictionaries</li> <li>● Provide student with clearly stated and written expectations and grading criteria for homework</li> <li>● Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time for tests and quizzes</li> <li>● Restate and clarify directions and questions</li> <li>● Establish procedures for accommodations/modifications for assessments</li> <li>● Grade + Effort</li> </ul> <p><b>Resources</b></p> | <ul style="list-style-type: none"> <li>● Provide verbal reminder of assignments</li> <li>● Check student independent work</li> <li>● Assist student with planning of assignments</li> <li>● Simplification or exemption from particular assignments</li> <li>● Preferential seating</li> <li>● Communication and collaboration with 504 Coordinator and Child Study Team</li> </ul> <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework Simplify complicated assignments into smaller units in phases as needed by student</li> <li>● Modified homework</li> <li>● Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>● Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> | <p><b>Modifications for Homework:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete homework</li> <li>● Simplify complicated assignments into smaller units in phases as needed by student</li> <li>● Provide student with clearly stated and written expectations and grading criteria for assignments</li> <li>● Frequent reminders using Google Classroom</li> </ul> <p><b>Modification for Assessments:</b></p> <ul style="list-style-type: none"> <li>● Extended time for tests and quizzes</li> <li>● Restate and clarify directions and questions</li> <li>● Provide study guides for classroom tests</li> <li>● Establish procedures for accommodations/modifications for assessments</li> <li>● Modify answer choices</li> <li>● Email parent/guardian to remind child at home to study for test</li> </ul> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  | <p>WIDA Standards</p> <ul style="list-style-type: none"><li>● Standard 1: Social and Instructional Language</li><li>● Standard 2: The language of Language Arts</li><li>● Standard 3: The language of Mathematics</li><li>● Standard 4: The language of Science</li><li>● Standard 5: The language of Social Studies</li></ul> | <ul style="list-style-type: none"><li>● Extended time for tests and quizzes</li><li>● Restate and clarify directions and questions</li><li>● Provide study guides for classroom tests</li><li>● Establish procedures for accommodations/modifications for assessments</li></ul> |  |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

**CONTENT: ELA-Literature, English 11**

**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 student demonstrate the appropriate approach to reading and interpreting a work of literature?

Can student 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?



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| <p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● How to read and analyze fiction</li> <li>● How to read and analyze non-fiction</li> <li>● How to read and analyze informational texts</li> <li>● How to identify and gather information</li> <li>● How to relate historical events to the literature of that period</li> <li>● How to read and analyze the short story</li> <li>● How to read and analyze poetry</li> <li>● How to compare and contrast different reading material that covers the same subject</li> <li>● How to make predictions</li> <li>● How to determine vocabulary from context clues</li> <li>● How to access, view, evaluate, and respond to print, non-print, and electronic texts and resources</li> <li>● How to initiate and participate effectively in a range of collaborative discussions with diverse topics, texts, and issues             <ul style="list-style-type: none"> <li>● How to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</li> <li>● How to adapt speech to a variety of contexts and tasks, demonstrating command of formal English</li> <li>● How to listen actively</li> </ul> </li> </ul> | <p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Identify central ideas</li> <li>● Analyze characters</li> <li>● Recognize inferences</li> <li>● Identify persuasive techniques</li> <li>● Note writer’s styles</li> <li>● Recognize patterns of organization</li> <li>● Identify point of view</li> <li>● Make predictions from foreshadowing clues</li> <li>● Identify elements of the novel</li> <li>● Identify the literary tools used in poetry</li> <li>● Recognize imagery, irony, symbolism, in literary works</li> <li>● Interpret the elements of the short story</li> <li>● Use a graphic organizer to outline plot</li> <li>● Use context clues to clarify new vocabulary</li> <li>● Work in groups to judge, clarify and discuss context and themes in literary works</li> <li>● Outline events in literary works to analyze details and structure</li> <li>● Prepare and present an individual project</li> <li>● Prepare and present a speech</li> <li>● Gather evidence from a text</li> <li>● Construct meaning from media</li> <li>● Understand visual and verbal messages</li> </ul> | <p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures)</i></p> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>● Unit tests</li> <li>● Essay tests</li> </ul> <p><b>Benchmark</b></p> <ul style="list-style-type: none"> <li>● Oral tests</li> <li>● Journal Writing</li> <li>● Poetry Writing</li> <li>● Reading Checks</li> <li>● Daily Review</li> <li>● Spot-checks</li> </ul> <p><b>Formative</b></p> <ul style="list-style-type: none"> <li>● Partner sharing in a class opener</li> <li>● Panel discussions</li> <li>● Homework</li> <li>● Class discussions</li> </ul> <p><b>Alternative</b></p> <ul style="list-style-type: none"> <li>● Projects</li> <li>● Power Point projects</li> <li>● Group presentations on assigned literature</li> <li>● Lecture and note taking</li> <li>● Questions and answers</li> <li>● Guided reading activity</li> <li>● Final Exams</li> <li>● Benchmark assessments</li> </ul> | <p><b>Standards:</b><br/><b>NJSLS.ELA-Literacy</b><br/>RL11-12.1-11-12.10<br/>RI 11-12.1-11-12.10<br/>RH11.12.1<br/>RH11-12.3<br/>RH11.12.8<br/>RH11 12.9<br/>RST11-12.1<br/>RST11-12.2<br/>SL11-12.1-11-12.6</p> <p>Science:<br/>LS1.A-B<br/>LS2.D<br/>LS3.A</p> <p>21<sup>st</sup> Century Life and Careers</p> <p><i>Evaluating Information:</i></p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| <ul style="list-style-type: none"> <li>● How to comprehend while listening</li> <li>● How to read a wide variety of materials and texts with fluency and comprehension</li> </ul> | <ul style="list-style-type: none"> <li>● Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence</li> <li>● Participate in discussions</li> <li>● Evaluate a speaker’s point of view</li> <li>● Adapt speech demonstrating a command of formal English</li> <li>● Listen actively</li> <li>● Comprehend while listening</li> <li>● Understand and use reading strategies</li> <li>● Use comprehension skills</li> <li>● Respond to a text</li> </ul> |  | <p>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.</p> <p>9.4.12.IML.8-Evaluate media sources for point of view, bias, and motivations.</p> <p><a href="#">Career Project</a></p> <p>Technology</p> <p>8.1.12.A.2</p> <p>8.1.12.D.1</p> <p>8.1.12.D.5</p> <p>8.1.12.F.1</p> <p>8.2.12.B.3</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <p><b>Materials:</b></p> <p><b>Core</b></p> <ul style="list-style-type: none"><li>● <i>Elements of English Literature</i></li><li>● <i>Pride and Prejudice</i>-Jane Austin</li><li>● <i>A Doll's House</i>-Henrik Ibsen</li><li>● <i>Frankenstein</i>-Mary Shelly</li><li>● <i>Pygmalion</i>-George Bernard Shaw</li><li>● <i>Beowulf</i>-Anonymous</li><li>● <i>Jane Eyre</i>-Charlotte Bronte</li><li>● <i>The Elephant Man</i>-Bernard Pomerace</li><li>● <i>Wuthering Heights</i>-Emily Bronte</li><li>● <i>Crime and Punishment</i>-Fyodor Dostoyevsky</li><li>● <i>Rebecca</i>-Daphne Du Maurier</li><li>● <i>Gulliver's Travels</i>-Jonathan Swift</li><li>● <i>Lord of the Flies</i>-William Golding</li><li>● <i>Brave New World</i>-Aldous Huxley</li><li>● <i>Hamlet</i>-William Shakespeare</li><li>● <i>Macbeth</i>-William Shakespeare</li><li>● <i>Oedipus Rex, Antigone, Oedipus at Colonus</i>-Sophocles</li><li>● <i>The Canterbury Tales</i>-Chaucer</li><li>● <i>1984</i>, George Orwell</li><li>● <i>And Then There Were None</i>, Agatha Christie</li><li>● <i>Billy Budd</i>, Herman Melville</li><li>● <i>I Have Lived a Thousand Years</i>, Livia Bitton-Jackson</li><li>● <i>The Adventures of Sherlock Holms</i>, Arthur Conan Doyle</li></ul> <p><b>Supplementary</b></p> <ul style="list-style-type: none"><li>● Supplemental DVD's</li><li>● Internet Resources</li></ul> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <ul style="list-style-type: none"><li>● A guide to how gender-neutral language is developing around the world</li><li>● Additional LGBTQIA + Persons with Disabilities Resources.</li><li>● Magazine articles</li><li>● Newspaper articles</li><li>● Google Classroom</li><li>● Chromebooks</li><li>● LCD projector</li></ul> <p><b>Interdisciplinary Connections:</b></p> <p>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.</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <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><a href="#">Research project</a></p> |
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| <b>CONTENT: ELA-Writing, English 11</b>  |
| <b>Theme:</b> Narrative Writing, Persuasive Writing, Argumentative Writing, Research Simulation Writing (Research Paper)   |
| <b>Essential Questions:</b> How will you write for a variety of purposes?<br>Can the student correctly demonstrate proper use of phrases and clauses in various assigned writing?<br>Can the student correctly demonstrate proper use of sentence structure variation in various assigned writing? |

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ENGLISH DEPARTMENT

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| <p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● How to research a career that requires an English degree</li> <li>● How to write a proper narrative</li> <li>● How to write a persuasive essay</li> <li>● How to write a research paper using MLA formatting</li> <li>● How to use the writing process-prewriting, drafting, revising, editing, post-writing</li> <li>● How to write for a specific audience and purpose</li> <li>● Demonstrate proficiency in writing a documented paper, synthesizing information from several sources</li> <li>● How to write and edit so that it conforms to the most current MLA handbook</li> <li>● How to paraphrase and quote information from primary and secondary texts to avoid plagiarism</li> <li>● Standard English grammar and usage when speaking and writing</li> <li>● Phrases and Clauses</li> <li>● How to vary syntax in writing</li> <li>● Varied sentence structure</li> </ul> | <p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Understand the job market as it relates to attaining an English degree</li> <li>● Writing a narrative using literary devices</li> <li>● Write a five paragraph persuasive essay including an introduction, three paragraph body, conclusion, transitions and compositional risk</li> <li>● Write a research paper using MLA format and following the Purdue OWL model</li> <li>● Write using the writing process</li> <li>● Write for a specific audience</li> <li>● Write and edit so that it conforms to the most current MLA handbook</li> <li>● Paraphrase and quote information from primary and secondary texts to avoid plagiarism</li> <li>● Apply internet skills</li> <li>● Construct writing assignments using the conventions of standard English grammar</li> <li>● Identify and use varied sentence structure</li> </ul> | <p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Write a paper about a career that requires an English degree</li> <li>● The narrative composition</li> <li>● The persuasive essays</li> <li>● The research paper</li> <li>● Career/College Project</li> <li>● Final Exam</li> <li>● Questions and Answers</li> <li>● Lecture and note-taking</li> <li>● Benchmark assessments</li> </ul> | <p><b>Standards:</b><br/>SL.11-12.1-11-12.6<br/>L.11-12.1-L.11-12.6<br/>NJSLS.ELA-Literacy. W.11-12.1<br/>W.11-12.1-9</p> <p>Science:<br/>LS1.A-B, LS2.D, LS3.A</p> <p>Career Ready Practices:<br/>CRP 1,2,4,6,7,8,10,11</p> <p><b>21<sup>st</sup> Century Life and Careers:</b><br/><b><i>Argumentative Writing:</i></b></p> <p>9.4.12.IML.7- Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.</p> <p><b><i>Digital Citizenship:</i></b></p> <p>9.4.12.DC.1- Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <p>9.4.12.DC.7- Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society.</p> <p>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.</p> <p><b><i>Critical Thinking and Problem Solving:</i></b></p> <p>9.4.12.CI.1-Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>9.4.12.CT.1-Identify problem solving strategies used in the development of an innovative product or practice.</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <p>9.4.12.CT.2-Explain the potential benefits of collaborating to enhance critical thinking and problem solving.</p> <p><i>Creativity and Innovation:</i></p> <p>9.4.12.CI.3-Investigate new challenges and opportunities for personal growth, advancement, and transition</p><br><p><b>8.1 Educational Technology:</b></p> <p>8.1.12.IC.1- Evaluate the ways computing impacts personal, ethical, social , economic, and cultural practices (<i>Knowledge, Acquisition and Researching AND Literary Themes</i>).</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <p>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.</p> <p>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.</p> <p><b>Interdisciplinary Connections:</b><br/>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.</p> <p><a href="#">POV project</a></p> <p><b>Time Frame:</b><br/>Students will be writing during the entire school year. Assignments will be given to reinforce the curriculum being taught at that time.</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <p><b>Materials</b></p> <p><b>Core:</b><br/><i>MLA Handbook</i><br/><i>Purdue Owl</i><br/><i>Elements of Literature</i><br/><i>Elements of Writing</i></p> <p><b>Supplementary:</b><br/>Internet Sources<br/>Media Center Resources<br/>Newspaper articles<br/>Magazine articles<br/>Turnitin.com<br/><i>A guide to how gender neutral language is developing around the world</i><br/>Additional LGBTQIA + Persons with Disabilities Resources</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| <b>CONTENT: ELA-Vocabulary, English 11 College Preparatory</b>   |   |   |  |
| <b>Theme:</b> Vocabulary   |   |   |  |
| <b>Essential Questions:</b> What strategies can you use to enhance and enrich vocabulary   |   |   |  |
| <p><b>Content:</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>● How to use context clues to define new words (20 words)</li> <li>● How to demonstrate a knowledge of the meanings of common Latin and Greek affixes and roots</li> <li>● How to select the appropriate synonym/antonym</li> <li>● How to select the correct vocabulary</li> </ul> | <p><b>Skills:</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>● Use context clues to define new words</li> <li>● Demonstrate a knowledge of meaning of common Latin and Greek prefixes and roots</li> <li>● Select the appropriate synonym/antonym</li> <li>● Use new vocabulary words to identify answers as they appear on the SAT</li> </ul> | <p><b>Assessments:</b> <i>(The above Essential Questions will be assessed with the following formative and summative measures:)</i></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Tests</li> <li>● Story writing that includes vocabulary words</li> <li>● Final Exam</li> <li>● Questions and Answers</li> <li>● Lectures and note-taking</li> <li>● Warm-up exercises</li> <li>● Sentence completions</li> <li>● Benchmark assessments</li> </ul> | <p><b>Standards:</b></p> <p>NJSLS. ELA-Literacy<br/>L.11-12.4 A<br/>L.11-12.4C<br/>L.11-12.4D<br/>SL.11-12.1</p> <p>Science:<br/>LS1.A-B<br/>LS2.D<br/>LS3.A</p> <p>21<sup>st</sup> Century Life and Careers:<br/>9.2.12.C.1<br/>9.2.12.C.2</p> <p>Career Ready Practices:<br/>CRP 4</p> <p>Technology:<br/>8.1.12.A.2<br/>8.1.12.D.1<br/>8.1.12.D.5<br/>8.1.12.F.1<br/>8.2.12.B.3</p> |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  |  |  | <b>Materials</b><br><b>Core:</b><br>Sadlier-Oxford Vocabulary Workshop<br>Level F<br><b>Supplementary:</b><br>Audio |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

**NJSLS ELA Standards**

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| NJSLS Reading Literature | <p>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.</p> <p>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.</p> <p>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).</p> <p>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.)</p> <p>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.</p> <p>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).</p> <p>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.)</p> <p>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.</p> <p>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.</p> |
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| NJSLS Reading Informational Text | <p>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.</p> <p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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., <i>The Federalist</i>, presidential addresses).</p> <p>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.</p> <p>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.</p> |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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| <p>NJSLS Speaking and Listening</p> | <p>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 <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. 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.</p> <p>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.</p> <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.</p> <p>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.</p> <p>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.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> |
| <p>NJSLS Language</p>               | <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>   |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

- 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



CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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.

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

- 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”).

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT

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|  | <p>B. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p> <p>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.</p>   |
| NJSLS Reading History                        | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RH.11-12.8 – Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.</p> <p>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.</p> |
| NJSLS Reading Science and Technical Subjects |  |

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
ENGLISH DEPARTMENT