

**Glen Ridge Board of Education**  
**English 11 Honors: Modern Issues and Great Books**  
**Grade 11**  
***Required***  
***Full Year***

***New Jersey Student Learning Standards***

**English Language Arts Mission Statement:**

The Glen Ridge Language Arts Program establishes a foundation for lifelong learning and effective communication. Through a sequential and challenging curriculum, our students will become proficient readers, effective writers, active listeners and articulate speakers. Students learn to respect various points of view while displaying creative, collaborative, and critical thinking skills. The Language Arts Program enables our students to participate effectively in a technological, complex and ever changing world.

**Course Description:** English 11 Honors is a rigorous course designed to develop students’ reading and writing skills in preparation for college level work. The course recognizes that students have gained a growing awareness of the world, and that they should be prepared to discuss complex topics that arise in literature and literary non-fiction. Students will study anchor texts from classic and modern literature, which will serve to illustrate themes relevant to contemporary readers. In addition, students will read relevant non-fiction in order to comprehend a variety of perspectives on complex modern issues, then produce their own responses to those topics.

English 11 Honors	
Unit 1: Education	
<b>Time Allotted (days of instruction): 10 days</b>	
<b>New Jersey Student Learning Standards (NJSLS)</b>	
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.11-12.9. 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.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

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.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

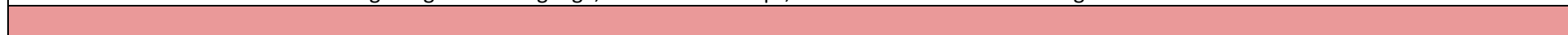
SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>• What does it mean to be an educated person? What components are required for education to exist?</li> <li>• To what extent does a person learn from their environment compared to their education?</li> <li>• What role do parents and family play in a person’s education?</li> <li>• How does the use of first person affect the audience’s understanding of character and of truth?</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe what specific textual details reveal about a character, that character’s perspective, and that character’s motives.</li> <li>• Explain how a dynamic character’s growth or decline reveals the author’s message to the audience.</li> <li>• Identify and describe specific textual details that convey or reveal a setting and the impact of setting on character.</li> <li>• Explain the function of a significant event or related set of significant events</li> </ul>	<ul style="list-style-type: none"> <li>• Develop and draw character sketches of how the creature and Tara see themselves and how others see them.</li> <li>• Map character development for dynamic characters in each text.</li> <li>• Develop a list of criteria for an educated person. What does it mean to be educated?</li> <li>• Apply ideas from the Enlightenment to the themes of nature and nurture in <i>Frankenstein</i> and <i>Educated</i>.</li> <li>• Review writing criteria for a literary analysis essay in a writing workshop.</li> </ul>

	<ul style="list-style-type: none"> <li>in a plot.</li> <li>Develop an arguable claim about literature, then support that claim in a convincing, well-supported essay.</li> <li>Demonstrate control over the elements of composition to communicate clearly.</li> </ul>	
<b>Resources/Materials</b>	<i>Frankenstein</i> by Mary Shelley; <i>Educated</i> by Tara Westover	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>Reading and writing skills apply to all subject areas.</li> <li>Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>Discussion of current issues as they relate to the reading material.</li> <li>The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> <li>9.3 Career and Technical Education <ul style="list-style-type: none"> <li>This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Diversity/Inclusion</b>	We discuss characters from different backgrounds whose environment, economic opportunities, family obligations, and conflicts drive their decisions. Both novels involve central characters who are outcasts from mainstream society. We will discuss the extent to which their position outside of society affects the outcome of their stories.	

Assessments			
Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>Class discussions with comparative analysis</li> <li>Group work to map character</li> </ul>	<ul style="list-style-type: none"> <li>Summer reading essay comparing and contrasting the theme of education in both books.</li> </ul>	<ul style="list-style-type: none"> <li>Drafting and outlining.</li> <li>Small and large group writing workshop.</li> </ul>	<ul style="list-style-type: none"> <li>Read Mary Wollstonecraft's treatise "A Vindication of the Rights of Woman" and</li> </ul>

<p>growth throughout each text</p> <ul style="list-style-type: none"> <li>● Benchmarks on writing workshop progress</li> <li>● Peer review of writing</li> <li>● Pair sharing</li> </ul>		<ul style="list-style-type: none"> <li>● Thesis statements workshop</li> <li>● Rubric requirements aligned to rough drafts through peer editing and self editing activities.</li> <li>● Daily homework checks</li> <li>● Reading check quiz</li> </ul>	<p>compare attitudes about gender in that work to the characterization of women in Mary Wollstonecraft Shelley's <i>Frankenstein</i>.</p> <ul style="list-style-type: none"> <li>● Watch film versions of <i>Frankenstein</i> and examine for consistency with the original text.</li> <li>● Watch interviews with Tara Westover about her upbringing and write about her relationship with her family, now that her book has been published.</li> </ul>
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Modifications		
English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Providing audiobooks for novels</li> <li>● Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Provide examples of exemplar for written work</li> <li>● Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>● The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>● Reading and writing is designed to prepare students for AP level work, with an awareness of requirements for the two AP English courses.</li> </ul>

English 11 Honors
Unit 2: Facing the past
Time Allotted (days of instruction): 35
New Jersey Student Learning Standards (NJSLS)
<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</p>

is ordered, how the characters are introduced and developed).

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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

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.11-12.6. 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.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**Essential Questions**

**Student Learning Objectives**

**Activities**

<ul style="list-style-type: none"> <li>● How does an author use mythological and historical source material to shape a narrative?</li> <li>● What are the lingering effects of slavery on the education, mental health, family life of an enslaved person? How does slavery affect the an enslaved person’s psyche?</li> <li>● How does the use of first person affect the audience’s understanding of character and of truth?</li> <li>● Consider the larger question/concept of the past, the present and the future and whether one can move on from an overwhelmingly negative past and create a future. More specifically can a formerly enslaved person move on from that suffering?</li> </ul>	<ul style="list-style-type: none"> <li>● Examine the use of primary source documents to enrich student understanding of the historical context of the novel.</li> <li>● Explain the purpose of a non-linear plot structure.</li> <li>● Identify various elements that are used to comprise an author’s style.</li> <li>● Explain how the author uses different stylistic techniques to create individual voices for each character in a novel.</li> <li>● Analyze how the use of narrative perspective affects a theme.</li> <li>● Understand perspectives of renowned writers and thinkers on the topic of race in American society.</li> </ul>	<ul style="list-style-type: none"> <li>● Passage annotation and seminar from the summer reading.</li> <li>● Imitate the protagonist's narrative voice to describe interactions with present-day issues.</li> <li>● Introduction to syntax and diction; annotate passages for syntax and diction.</li> <li>● Examine the historical figure of Margaret Garner, the real life figure whose story inspired the character of <i>Sethe</i> in <i>Beloved</i>.</li> <li>● Thesis workshop and peer evaluation.</li> <li>● Examine the themes from literature and non-fiction that apply to contemporary conflicts about race in today’s society. What can the authors teach us about how to learn from the past and move forward?</li> <li>● Author talk show: Put the authors in a conversation with each other about a current event related to a theme in each text.</li> <li>● Watch video interviews of the authors as they discuss the theme of race and history, as well as the craft of writing.</li> </ul>
<b>Resources/Materials</b>	<i>Beloved</i> by Toni Morrison; <i>The Fire Next Time</i> by James Baldwin; essays by Ibram X. Kendi	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>● Introduction to literary critical lenses provides perspective into a broader discussion of themes.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and</li> </ul>	

	<p>communicate knowledge.</p> <ul style="list-style-type: none"> <li>8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>
<b>Diversity/Inclusion</b>	We will study literature, literary non-fiction, and historical source material by and about historically oppressed people. We will apply our understanding of these texts to develop greater understanding of how to be anti-racist in America in the 21st century.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>Annotation of style in a short piece of text.</li> <li>Seminar discussion of themes related to our world today.</li> <li>Reflection writing</li> <li>Reading checks</li> <li>Pair sharing</li> <li>Write a brief narrative in the style of one of the characters in the text.</li> </ul>	<ul style="list-style-type: none"> <li>Write an essay in which you identify the messages that these authors have to teach contemporary audiences.</li> <li>Write an essay in which you examine how an aspect of the author's style impacts the author's message to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Drafting and outlining.</li> <li>Daily assignments.</li> <li>Reading quizzes</li> <li>Small and large group writing workshop.</li> <li>Rubric requirements aligned to rough drafts through peer editing and self editing activities.</li> </ul>	<ul style="list-style-type: none"> <li>Provide opportunities to study additional works by authors we read in class.</li> <li>Encourage exploration of wider context or historical significance for pieces we read in class, including works by Asian or Native American authors.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>Provide correction for language errors by modeling, not overt correction</li> <li>Ability to access Google translate in native language</li> <li>Providing audiobooks for novels</li> <li>Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>Provide preferential seating</li> <li>Offer audio books</li> <li>Provide study guides and class notes</li> <li>Testing in an alternate setting</li> <li>Provide examples of exemplar for written work</li> <li>Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>Reading and writing is designed to prepare students for AP level work, with an awareness of requirements for the two AP English courses.</li> </ul>

<b>English 11 Honors</b>
<b>Unit 3: Fiction and literary theory</b>
<b>Time Allotted (days of instruction): 45</b>
<b>New Jersey Student Learning Standards (NJSLS)</b>



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.11-12.9. 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.11-12.6. 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.11-12.9. 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.

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.

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.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"> <li>What are the elements of Marxist and feminist literary theory? How does literary theory inform understanding of a text?</li> <li>How does the epistolary format affect the</li> </ul>	<ul style="list-style-type: none"> <li>Identify elements of Marxist and feminist literary theory and apply them to an understanding of characters and themes in a literary text.</li> </ul>	<ul style="list-style-type: none"> <li>Map the growth and development of characters throughout narrative works.</li> <li>Study social customs and expectations for women in different time periods. How can our understanding of</li> </ul>

<p>telling of a narrative?</p> <ul style="list-style-type: none"> <li>• How does the gender or social class of an author affect the narrative style and theme?</li> <li>• How does an author use gender and social class to generate criticism of society's treatment of disempowered people?</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the historical context that impacted the lives of female characters and authors.</li> <li>• Identify social criticism conveyed by a fictional narrative.</li> <li>• Recognize elements of an author's style and a character's voice, and be able to write creatively in the narrative style of a work of fiction.</li> </ul>	<p>their lives inform our understanding of gender in the world today?</p> <ul style="list-style-type: none"> <li>• Learn the importance of letter writing in 19th century society. Write letters (on paper!) to practice this form of communication.</li> <li>• Examine the main ideas of feminist and Marxist literary theory and apply them to a literary work.</li> <li>• Read examples of Marxist and feminist literary criticism and engage in a broader discussion of fictional works by scholars.</li> <li>• View different film versions of literary works, then compare and contrast for accuracy and authenticity.</li> <li>• Create a list of identifying elements of an author's style.</li> </ul>
<b>Resources/Materials</b>	<i>Pride and Prejudice</i> by Jane Austen; <i>The Awakening</i> by Kate Chopin	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>• Reading and writing skills apply to all subject areas.</li> <li>• Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>• Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>• Discussion of current issues as they relate to the reading material.</li> <li>• The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>• Introduction to literary critical lenses provides perspective into a broader discussion of themes.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>• 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> <li>• 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>• 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>• 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	
<b>Diversity/Inclusion</b>	This unit also includes literature by and about people who have been undermined, oppressed, or undervalued	

due to circumstances of their birth. We will discuss the ways in which social class and gender impact a person's opportunity, and the extent to which those issues still exist in today's world.

### Assessments

Formative	Summative	Benchmarks	Alternative
<ul style="list-style-type: none"> <li>• Reading checks</li> <li>• Class discussions with comparative analysis</li> <li>• Group work to map character growth throughout each text</li> <li>• Benchmarks on writing workshop progress</li> <li>• Peer review of writing</li> <li>• Pair sharing</li> </ul>	<ul style="list-style-type: none"> <li>• Write an essay in which you apply the use of either the feminist or marxist lens to an author's claim.</li> <li>• Write a letter in the voice of a character from the novel, using the diction and syntax appropriate for that character.</li> </ul>	<ul style="list-style-type: none"> <li>• Drafting and outlining.</li> <li>• Daily assignments.</li> <li>• Reading checks</li> <li>• Small and large group writing workshop.</li> <li>• Rubric requirements aligned to rough drafts through peer editing and self editing activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide opportunities to study additional works by authors we read in class.</li> <li>• Read <i>A Doll's House</i> by Henrik Ibsen.</li> <li>• Encourage exploration of wider context or historical significance for pieces we read in class.</li> </ul>

### Modifications

English Language Learners	Special Education/504	Gifted and Talented
<ul style="list-style-type: none"> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Ability to access Google translate in native language</li> <li>• Providing audiobooks for novels</li> <li>• Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide preferential seating</li> <li>• Offer audio books</li> <li>• Provide study guides and class notes</li> <li>• Testing in an alternate setting</li> <li>• Provide examples of exemplar for written work</li> <li>• Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>• Reading and writing is designed to prepare students for AP level work, with an awareness of requirements for the two AP English courses.</li> </ul>

### English 11 Honors

#### Unit 4: Classical tragedy

**Time Allotted (days of instruction): 25**

**New Jersey Student Learning Standards (NJSL)**

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.11-12.7. 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.11-12.10. 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.

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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

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.

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.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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.

**Essential Questions**

**Student Learning Objectives**

**Activities**

<ul style="list-style-type: none"> <li>● Can a person control their own fate?</li> <li>● What are the elements of a tragic drama?</li> <li>● How does a monologue or soliloquy reveal a character's interior motivations?</li> <li>● How does the use of figurative language enhance the beauty and meaning of a text?</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the elements of a tragic hero.</li> <li>● Identify the essential components of the structure of a tragic drama.</li> <li>● Understand the importance of studying tragedy and learning from the past.</li> <li>● Explain how internal conflict motivates a character to make critical and difficult choices.</li> <li>● Write an analysis of figurative language and explain how it functions to convey characterization and theme.</li> </ul>	<ul style="list-style-type: none"> <li>● Role Play: Assign each student a role and act out scenes from each play, figuring out what each actor would be doing according to the text of the play.</li> <li>● Study the elements of a tragedy, including the character type of a tragic hero. Compare and contrast the tragic hero in <i>Othello</i> or <i>Macbeth</i> to other tragic heroes.</li> <li>● Study the language, style, and tone of famous monologues and soliloquies from the play. Record detailed notes explaining the author's choices</li> <li>● Watch different film versions of the play <i>Macbeth</i> or <i>Othello</i>. Discuss how each director interprets the language, characters, and meaning through his or her artistic choices.</li> </ul>
<b>Resources/Materials</b>	<i>Macbeth</i> or <i>Othello</i> by William Shakespeare	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>● Introduction to literary critical lenses provides perspective into a broader discussion of themes.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>	
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>	

<b>Diversity/Inclusion</b>	Shakespeare's understanding of human nature reveals an incredible understanding of what motivates people to belong to a group. His plays reveal the extent to which individual ambition prevents people from maintaining important connections to loved ones.
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<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>• Daily reading in class</li> <li>• Scene staging</li> <li>• Theme and character tracking</li> <li>• Style analysis of characters' voices and figurative language in the text</li> <li>• Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>• In-class essay providing analyzing the use of figurative language in a monologue or soliloquy.</li> <li>• Complete a creative project on the text. Options will include a film project of a scene, an artistic portfolio of costumes, props, and sets, or a creative monologue of a character in the play.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading checks</li> <li>• Group work on a project</li> <li>• Comparison of in-class essay and take home essay standards, using student examples.</li> <li>• Rubric alignment</li> </ul>	<ul style="list-style-type: none"> <li>• Read additional works by Shakespeare and complete a comparative analysis of characters from one text to the next.</li> <li>• Attend a performance of a Shakespeare play.</li> <li>• Participate in the Shakespeare Recitation Competition.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>• Provide correction for language errors by modeling, not overt correction</li> <li>• Ability to access Google translate in native language</li> <li>• Providing audiobooks for novels</li> <li>• Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide preferential seating</li> <li>• Offer audio books</li> <li>• Provide study guides and class notes</li> <li>• Testing in an alternate setting</li> <li>• Provide examples of exemplar for written work</li> <li>• Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>• Reading and writing is designed to prepare students for AP level work, with an awareness of requirements for the two AP English courses.</li> </ul>

<b>English 11 Honors</b>	
<b>Unit 5: Dystopia and social criticism</b>	
<b>Time Allotted (days of instruction): 35</b>	
<b>New Jersey Student Learning Standards (NJSLS)</b>	
<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>	

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.11-12.9. 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.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

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.

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.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Student Learning Objectives	Activities

<ul style="list-style-type: none"> <li>● Which rhetorical strategies make an effective editorial argument?</li> <li>● How does satire function to provide social criticism?</li> <li>● To what extent should a government impact the personal lives of individuals?</li> <li>● Can and should privacy still exist in the modern age?</li> </ul>	<ul style="list-style-type: none"> <li>● Appreciate the purpose of editorials in our cultural discourse.</li> <li>● Utilize rhetorical strategies necessary to make an editorial argument.</li> <li>● Develop an argument on a critical issue in our society today.</li> <li>● Support an argument using research from a variety of sources.</li> <li>● Identify and utilize quality sources to support an argument.</li> <li>● Understand the use of satire to identify an author’s criticism of society.</li> </ul>	<ul style="list-style-type: none"> <li>● Study the opinions for and against the use of surveillance and tracking of personal information. What are the different forms of surveillance that are used in society today? Understand the arguments on both sides for why surveillance has increased over the last few decades..</li> <li>● Annotate and discuss model editorial responses to current issues in our society. Examine the effective use of rhetoric and evidence to support a claim.</li> <li>● Prepare an assignment position for or against surveillance. With a partner, research the position and present the argument in class.</li> <li>● Watch the HBO documentary series “VICE” about the use of government surveillance and state control in North Korea.</li> <li>● Study the historical context of the Cold War and its impact on literary themes in 20th century fiction.</li> <li>● Read and examine the themes of government control, privacy, and liberty in the novel <i>1984</i> by George Orwell. Determine Orwell’s central themes as well as his warnings about the future of society.</li> <li>● Read and examine the themes of isolation, privacy, and liberty in <i>The Handmaid’s Tale</i> by Margaret Atwood.</li> </ul>
<b>Resources/Materials</b>	<i>1984</i> by George Orwell; <i>The Handmaid’s Tale</i> by Margaret Atwood; example editorials from The New York Times	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"> <li>● Reading and writing skills apply to all subject areas.</li> <li>● Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li> <li>● Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li> <li>● Discussion of current issues as they relate to the reading material.</li> <li>● The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li> <li>● Introduction to literary critical lenses provides perspective into a broader discussion of themes.</li> </ul>	
<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ This standard outlines the importance of being knowledgeable about one's interests and</li> </ul> </li> </ul>	



	<p>talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <ul style="list-style-type: none"> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>
<b>Diversity/Inclusion</b>	The literature in this unit is concerned with fictional societies that prevent individuals from having liberty. Discussions will include the relationship between liberty and government control, as well as the extent to which individuals can control their own fate in the face of that control.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Reading checks</li> <li>● Class discussions</li> <li>● Annotation of text</li> <li>● Peer review of writing</li> <li>● Pair sharing</li> </ul>	<ul style="list-style-type: none"> <li>● Write an editorial essay and submit for the New York Times Student Editorial Contest</li> <li>● Literary analysis essay: Identify and defend Orwell's claims in <i>1984</i> or Atwood's claims in <i>The Handmaid's Tale</i>. Which warnings are still relevant today?</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting and outlining.</li> <li>● Daily assignments.</li> <li>● Reading checks</li> <li>● Small and large group writing workshop.</li> <li>● Rubric requirements aligned to rough drafts through peer editing and self editing activities.</li> </ul>	<ul style="list-style-type: none"> <li>● View a dystopian movie and compare and contrast Orwell's view.</li> <li>● Read additional dystopian writers and discuss the differing warnings for the future.</li> <li>● Watch: The HBO documentary "Citizen Four" about Edward Snowden. Discuss the extent to which you think he is a hero or a villain.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> </ul>	<ul style="list-style-type: none"> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> </ul>	<ul style="list-style-type: none"> <li>● The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>● Reading and writing is designed to prepare students for AP level work, with an awareness of</li> </ul>

<ul style="list-style-type: none"> <li>• Providing audiobooks for novels</li> <li>• Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>• Provide examples of exemplar for written work</li> <li>• Provide benchmarks for written work and adjust due dates when necessary</li> </ul>	<p>requirements for the two AP English courses.</p>
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## English 11 Honors

### Unit 6: Memoir and personal narrative

**Time Allotted (days of instruction): 25**

**New Jersey Student Learning Standards (NJSLS)**

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.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

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.

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

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

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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.

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.

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.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Essential Questions	Student Learning Objectives	Activities
<ul style="list-style-type: none"><li>• What are the elements of an individual writer's literary voice?</li><li>• How does the understanding of the audience affect the writing of a narrative essay?</li><li>• How does the use of tone enable a writer to convey meaning to an audience?</li></ul>	<ul style="list-style-type: none"><li>• Identify the elements that make the opening of a personal narrative engaging.</li><li>• Articulate a memory or experience that reveals a meaningful message about the character of the writer.</li><li>• Utilize engaging, concise language to reach an audience.</li></ul>	<ul style="list-style-type: none"><li>• Read excerpts from published memoirs and identify the use of literary elements to convey meaning.</li><li>• Read example student essays published in the New York Times. Examine the use of pacing, voice, tone, and meaning.</li><li>• Examine college essay prompts from the Common Application and discuss how students could approach them for their own use.</li><li>• Practice concise writing. Use excerpts from student writing, and edit them to remove extra words.</li><li>• Take a personality test to reveal character traits that highlight the student's attributes. Build a narrative essay that tells the story of those attributes.</li></ul>
<b>Resources/Materials</b>	<i>The Woman Warrior</i> by Maxine Hong Kingston; excerpts from <i>Sigh, Gone: A Misfits Memoir in Great Books, Punk Rock, and the Fight to Fit in</i> by Phuc Tran; sample personal narrative essays by students published in the New York Times	
<b>Interdisciplinary Connections</b>	<ul style="list-style-type: none"><li>• Reading and writing skills apply to all subject areas.</li><li>• Writing skills, including the ability to state a claim, research, and support a position, apply to all subject areas.</li><li>• Discussion of literature enables students to apply understanding of psychological, economic, historical, and cultural contexts to character growth and development.</li><li>• Discussion of current issues as they relate to the reading material.</li><li>• The use of MLA format is common in multiple disciplines and provides students preparation for college level work.</li></ul>	

<b>21st Century Life and Careers</b>	<ul style="list-style-type: none"> <li>● 9.2 Career Awareness, Exploration, and Preparation <ul style="list-style-type: none"> <li>○ This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</li> </ul> </li> <li>● 9.3 Career and Technical Education <ul style="list-style-type: none"> <li>○ This standard outlines what students should know and be able to do upon completion of a CTE Program of Study</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and create and communicate knowledge.</li> <li>● 8.2 Technology Education, Engineering, Design and Computational Thinking - Programming All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</li> </ul>
<b>Diversity/Inclusion</b>	This unit celebrates different voices in contemporary writing by offering a breadth of experience from different cultural backgrounds. Students will study the relationship between identify and literary voice with the aim of developing their own diverse voices.

<b>Assessments</b>			
<b>Formative</b>	<b>Summative</b>	<b>Benchmarks</b>	<b>Alternative</b>
<ul style="list-style-type: none"> <li>● Teacher writing conferences</li> <li>● Class discussions</li> <li>● Group work to assess style, tone, pacing, and voice</li> <li>● Benchmarks on writing workshop progress</li> <li>● Peer review of writing</li> <li>● Pair sharing</li> </ul>	<ul style="list-style-type: none"> <li>● A 1-2 page memoir of the student's experience during the quarantine.</li> <li>● A personal essay, such as the personal statement essay that can be used for college applications.</li> </ul>	<ul style="list-style-type: none"> <li>● Drafting and outlining.</li> <li>● Daily assignments.</li> <li>● Reading checks</li> <li>● Small and large group writing workshop.</li> <li>● Rubric requirements aligned to rough drafts through peer editing and self editing activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Read a contemporary memoir, such as Michelle Obama's <i>Becoming</i> or Megan Rapinoe's <i>One Life</i>.</li> <li>● Listen to memoir stories from the Moth Radio Hour.</li> <li>● Write additional essays that could be utilized for the college application process.</li> </ul>

<b>Modifications</b>		
<b>English Language Learners</b>	<b>Special Education/504</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Provide correction for language errors by modeling, not overt correction</li> <li>● Ability to access Google translate in native language</li> <li>● Providing audiobooks for novels</li> <li>● Cooperative and partner activities</li> </ul>	<ul style="list-style-type: none"> <li>● Provide preferential seating</li> <li>● Offer audio books</li> <li>● Provide study guides and class notes</li> <li>● Testing in an alternate setting</li> <li>● Provide examples of exemplar for written work</li> <li>● Provide benchmarks for written work and</li> </ul>	<ul style="list-style-type: none"> <li>● The Honors curriculum offers G&amp;T students advanced standards and practices.</li> <li>● Reading and writing is designed to prepare students for AP level work, with an awareness of requirements for the two AP English courses.</li> </ul>

	adjust due dates when necessary	
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