Grade 12: College Prep & Accelerated

Black Horse Pike Regional School District English Language Arts Curriculum

Grading Policy (link)

COURSE SYLLABUS

Overall Course Description: These courses involve students in examining global perspectives through the study of World literature. Curriculum units engage students in making connections between early and contemporary mythology; analyzing impact of literary and rhetorical devices; conducting inquiry-based research; and evaluating global conflicts through a variety of genres. Instructional activities, assignments, and assessments require that students apply critical reading skills in their written and spoken analysis of complex texts. Students are expected to perform independent research and collaborate with peers. Requirements include summer reading, a research project, & independent reading throughout the school year.

Units	Timeframe	Focus Standards:	
Unit 1: The Origin of Stories and the Study of Archetypes	Approximately 10 weeks (September - mid November)	Reading RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RL.TS.11-12.4 RL.PP.11–12.5 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 Writing W.NW.11–12.3 W.WP.11-12.4	Speaking and Listening SL.PE.11–12.1 Language L.SS.11–12.1 L.KL.11-12.2
Unit 2: Explaining Conflict Through Past, Present & Future	Approximately 10 weeks (mid November - January)	Reading RL.CR.11–12.1 RI.CR.11–12.1 RL.TS.11-12.4 RL.MF.11–12.6 RI.MF.11–12.6 RL.CT.11-12.8 RI.CT.11-12.8 Writing W.AW.11–12.1 W.SE.11-12.6	Speaking and Listening SL.II.11–12.2. SL.ES.11–12.3 Language L.VL.11-12.3 L.VI.11-12.4

Unit 3: Inquiry, Research, and Genre Exploration	Approximately 10 weeks (February - March)	Reading RL.TS.11-12.4 RI.PP.11–12.5 RL.MF.11–12.6 RI.MF.11–12.6 RI.AA.11–12.7 RL.CT.11-12.8 RI.CT.11-12.8 Writing W.IW.11–12.2 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7	Speaking and Listening SL.PI.11–12.4 SL.UM.11–12.5 Language L.KL.11–12.2
Unit 4: Personal Journey and Beyond	Approximately 10 weeks (April - June)	Reading RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.TS.11-12.4 RI.PP.11–12.5 RI.MF.11–12.6 RI.CT.11-12.8 Writing W.AW.11–12.1 W.NW.11–12.3 W.WP.11-12.4	Speaking and Listening SL.II.11–12.2. SL.AS.11-12.6 Language L.KL.11–12.2 L.VI.11-12.4

Unit 1: The Origin of Stories and the Study of Archetypes	
Timeframe	10 weeks
Unit 1 Overview	This unit addresses the origins of literature and stories along with archetypes and hero characteristics that are present in modern literature. It is designed to assist students in learning to connect to and analyze cultures through literature as well as to develop research and writing skills within the context of genre studies. The unit emphasizes the understanding of cultures through epics and myths and the use of storytelling techniques through student centered inquiry. There will be additional emphasis on writing using imagery and anecdote, as well as writing about oneself to communicate a single idea through storytelling techniques such as pacing, introductions and closings. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of archetypes; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a narrative essay.
Essential Questions:	● What themes/values are common to all cultures?

These establish inquiry to align the unit's assignments and assessments	- How do past archetypes relate to present/individual conflicts? - Why do people write about themselves? - How does a writer best communicate personal experiences? - How do myths and epics from various cultures shape our understanding of heroism and archetypes in modern literature? - In what ways can storytelling techniques, such as imagery and anecdote, be used to effectively convey cultural values and personal experiences? - How does analyzing literary texts from different genres and cultures enhance our ability to connect with and critically evaluate diverse perspectives?

Assessment	**Summative/Performance Assessments Plan**
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	1. **Writing Workshop::** Personal Narrative Writing
	   a. SWBAT craft a compelling personal narrative that effectively uses storytelling techniques, such as imagery, anecdote, pacing, and strategic introductions and closings, to communicate a central idea or theme.
	   b. SWBAT integrate textual evidence and insights gained from the analysis of myths, epics, and archetypes to reflect on and connect their personal experiences to broader cultural narratives
	2. **Performance Assessment (20%):** Inquiry-based; must hit RL.PP.11–12.5 and/or RL.MF.11–12.6 - Archetype/Cultural Project
	   a. HHS - SWBAT analyze and evaluate multiple interpretations of a story, comparing and contrasting them with the original source text to determine how different perspectives and storytelling techniques influence the portrayal of characters, themes, and cultural values.
	   b. TC - SWBAT analyze and synthesize various myths and hero archetypes from different cultures through a project that demonstrates a thorough understanding of how these narratives reflect cultural values and influence contemporary literature and media
	   c. THS - SWBAT evaluate common cultural themes and values reflected in traditional archetypes, and analyze how these archetypes manifest in modern literature, film, or other media to demonstrate an understanding of their continued relevance and adaptation
	MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to…
	1. Quizzes
	2. Socratic Seminar
	3. Presentations
	4. Reading Checks
	5. **Summer Reading Assessment/Essay** Expository Essay (*benchmark pre-assessment for writing*); Rubric: left twix, right twix
	
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.

Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	**Reading** SWBAT: Analyze how contributing factors such as historical context, cultural influences, and character development contribute to the theme of a text, and cite textual evidence to support this analysis. Essential Question: How do historical and cultural contexts shape the themes presented in literature? SWBAT: Analyze the traits and commonalities of heroes and characters on the Hero's Journey and evaluate how these traits impact the text as a whole.

- Essential Question: What makes a character a hero, and how does their journey reflect universal human experiences?

SWBAT: Analyze how an author's word choice contributes to the tone of a text and the overall impact on the reader.
- Essential Question: How does an author's choice of words influence the tone and meaning of a text?

SWBAT: Analyze how the narrative structure of a text impacts its pacing and the development of the story.
- Essential Question: How does the structure of a narrative influence the way a story is told and perceived?

SWBAT: Analyze how an author's use of devices such as irony, satire, and understatement indirectly portrays cultural perspectives and values.
- Essential Question: How do literary devices reveal an author's cultural perspective and values?

SWBAT: Analyze how an author's stylistic choices, including irony, archetypes, and symbolism, contribute to the power of the narrative.
- Essential Question: How do authors use stylistic elements to convey deeper meanings and enhance their narratives?

SWBAT: Analyze similar themes and topics in two texts from the same time period to understand how different authors approach similar ideas.
- Essential Question: How do different authors from the same time period explore similar themes in their work?

Writing
SWBAT: Write a narrative essay reflecting on and describing a personal incident that defines personal identity, focusing on effective story openings, closings, and pacing.
- Essential Question: How can a personal narrative convey a significant aspect of one's identity?

SWBAT: Use mentor text essays to identify different structures of narrative writing, and use notebook entries to make connections among texts in the unit.
SWBAT: Incorporate personal views on archetypes, heroes, and the Hero's Journey, and include figurative language and devices to enhance sentence structure and word choice.
- Essential Question: How do different narrative structures and literary devices contribute to effective storytelling?

SWBAT: Write, revise, and edit a rough draft for content, organization, grammar, and mechanics, ensuring clarity and coherence.
- Essential Question: What is the process of crafting a polished piece of writing from a rough draft?

SWBAT: Reflect on and evaluate their growth as a writer and the quality of their work throughout the unit by assembling a portfolio.
- Essential Question: How does reflecting on one's writing process contribute to personal and academic growth?

SWBAT: Use evidence from readings to support a literary analysis, ensuring that arguments are well-supported and texts are critically evaluated.
- Essential Question: How does textual evidence strengthen literary analysis?

Speaking and Listening
SWBAT: Prepare for and participate in Socratic Seminars by setting ground rules, listening respectfully, and responding thoughtfully to text-based questions.
- Essential Question: How can engaging in a Socratic Seminar deepen understanding of a text?

SWBAT: Engage in partner and small-group discussions focusing on a single question or goal, building speaking and listening skills while analyzing the development of heroes and the reflection of culture and society in fiction.
- Essential Question: How do small-group discussions enhance our understanding of characters and cultural reflections in literature?

SWBAT: Participate in full-class Socratic Seminars based on a central text, considering diverse perspectives, paraphrasing ideas, and setting individual and group goals for discussion.
- Essential Question: How can considering multiple perspectives in discussion enrich our interpretation of a text?

	Language
	SWBAT: Use appropriate sentence structures, including parallelism, and demonstrate understanding of literary devices such as hyphens to achieve clarity and purpose in writing.
	    ● Essential Question: How does mastery of sentence structure and literary devices contribute to effective communication?
	
	SWBAT: Revise writing for content, organization, and word choice, varying syntax to enhance the effectiveness of their writing.
	    ● Essential Question: How does revising for content and word choice improve the quality of writing?

Vocabulary	**Discipline-specific vocabulary used throughout the unit:** 1. Archetype 2. Bias 3. Folktale 4. Motif 5. Myth 6. Origin Story **Content-specific vocabulary students may learn during reading:** 1. Aperture 2. Ardent 3. Banal 4. Behemoth 5. Bucolic 6. Cavort 7. Charlatan 8. Cognizant 9. Convivial 10. Credence 11. Defunct 12. Deign 13. Devious 14. Ebullient 15. Eclectic 16. Embellish 17. Engender 18. Ephemeral 19. Epicurean 20. Ethereal 21. Fatuous 22. Felicitous 23. Fetish 24. Foible 25. Genesis 26. Ghoulish 27. Glean 28. Gregarious 29. Hallow 30. Illusory 31. Impeccable 32. Inane 33. Iniquity/Iniquitous 34. Innate 35. Insatiable 36. Inviolable 37. Jocular 38. Litany 39. Macabre 40. Manifest 41. Misanthrope 42. Mundane 43. Murky 44. Nefarious 45. Neophyte 46. Obsequious 47. Omnipresent 48. Onerous 49. Pedantry 50. Penitent 51. Primordial 52. Progeny 53. Refulgent 54. Rife 55. Rudiments 56. Stratagem 57. Sumptuous 58. Taciturn 59. Tyro 60. Visionary The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to	1. Explicit Instruction: Clear, direct teaching of skills and concepts.

benefit all learners	2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	**From World Literature Anthology:** *myths & folktales, suggested titles: "How the World Was Made," "Coyote and the Origin of Death," "Theseus," "Flood Myth," "Genesis: Adam & Eve," selections from the Vedas* **Supplemental short texts:** *suggested titles: "Fish Cheeks" (Tan), "Independence" (Tzu), "Among Strangers" (Dibia)," Honor of a Woman" (Kawa), "Homeless" (Adagha), "Half a Day" (Mahfouz); excerpts from Gilgamesh, "Ozymandias" (Shelley), "Dear Grandma" (Yamazawa)* **Multimedia Texts (TED, Youtube):** "Danger of a Single Story" (Adichie, TED Talk); "*East vs. West - The Myths that Mystify,*" "*Curating Humanity's Heritage,*" "*Danger of a Single Story,*" "Interactive Creation Myth Map; "What Makes A Hero?" "The Hero's Journey" **Independent Reading options:** *student choice of teacher's selections*
Standards English Language Arts: 11-12 ELA Standards	<u>Reading</u> RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g.,

different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RL.CT.11–12.8. Demonstrate knowledge of 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 how two or more texts from the same period treat similar themes or topics.

Writing

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

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

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

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

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

E.   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

Speaking and LIstening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A.   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B.   Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C.   Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A.   Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B.   Observe hyphenation conventions.

C.   Recognize spelling conventions.

L.KL.11–12.2. 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. 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. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social Studies/History:** Standards **21st Century Skills, Technology, Career Education:** Standards	Social Studies/History: ● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history. **Visual and Performing Arts:** ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work **21st Century Skills, Technology, Career Education:** ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). ● 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).
Accomodations & Modifications	<mark>Accommodations and Modifications</mark> Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications 504 Accomodations/Modifications MLL Accomodations/Modifications

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Unit 2: Explaining Conflict Through Past, Present & Future

Timeframe	10 weeks
Unit 2 Overview	This unit addresses the effects of conflict, including its impact on the individual as well as the society. Students will study the wide-reaching effects of conflict (e.g. war) through the analysis of literature, with emphasis on the importance of knowing and remembering conflicts they are not directly affected by. This unit encourages students to apply their understanding of archetypes, trace character development, and analyze themes in and across world literature. There will be additional emphasis on literary analysis writing, which will build on students' writing skills including source evaluation, and planning methods. Students will engage in annotated close reading of a variety of fiction and nonfiction to cultivate critical reading and garner text evidence to support literary analysis ; complete an independent reading assignment that requires analysis of the effects of conflict/war; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when analyzing texts and composing a literary analysis essay.
Essential Questions: These establish inquiry to align the unit's assignments and assessments	● How do feelings of human alienation influence human behavior? ● How do conflicts, such as war and genocide, affect the individual and society? ● Why are there common themes/values across time and/or culture? ● How do the effects of war/conflict manifest themselves in different mediums, including text and art? ● How can a text's point-of-view alter, enhance, or blur the story it tells? ● How do conflicts, both personal and societal, shape the development of characters and influence the themes in world literature? ● In what ways can literature serve as a vehicle for remembering and understanding conflicts that we may not have personally experienced? ● How can the analysis of archetypes, themes, and character development across different texts deepen our understanding of the universal impact of conflict on individuals and societies?

Assessment	Summative/Performance Assessments Plan
	MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
	1. Writing Workshop : Literary Analysis
	    a. Students will be able to evaluate and interpret the effects of conflict on characters and themes in various literary works, using annotated close reading to support their analysis with text evidence.
	    b. Students will be able to construct a well-organized literary analysis essay that explores the development of archetypes and the influence of conflict on individual and societal levels and integrate source evaluation and planning methods effectively.
	
	2. Performance Assessment Inquiry-based Must hit RL.CT.11–12.8/RI.CT.11-12.8 🌱
	    a. Annotated Bibliography - SWBAT: Students will be able to integrate and evaluate information from multiple sources in various media and formats, synthesizing their findings into an annotated bibliography that addresses a central question related to the effects of conflict or global issues.
	    b. Analysis of Conflict in Art - SWBAT: Students will be able to analyze and compare the representation of conflict in two literary texts from the same time period, evaluating how similar themes and topics are expressed and reflected in the literature and corresponding works of art.
	    c. Literary Analysis Model Packet - SWBAT: Students will be able to analyze and evaluate multiple interpretations of a literary work, including a story, drama, or poem, comparing these interpretations to the original source text to develop a nuanced understanding of the work's themes and conflicts.
	
	ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to…
	1. Quizzes

2. Socratic Seminar
3. Presentations
4. Reading Checks

PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.

Learning Targets	Reading
These establish objectives to unify the unit's essential questions and assessment targets connected to standards	SWBAT: Analyze the development of themes in fiction and nonfiction texts, citing textual evidence to support their analysis of contributing factors and thematic connections.

Reading

SWBAT: Analyze the development of themes in fiction and nonfiction texts, citing textual evidence to support their analysis of contributing factors and thematic connections.
- Essential Question: How do contributing factors interact to shape the development of themes in various texts?

SWBAT: Examine how authors sequence events of conflict and assess the impact of these choices on the development of motifs and themes.
- Essential Question: How does the sequencing of conflict events influence the development of themes and motifs in literature?

SWBAT: Evaluate the impact of diction on the tone, style, voice, and mood of a literary work.
- Essential Question: How does an author's choice of diction affect the tone, style, voice, and mood of a text?

SWBAT: Analyze how an author's structural choices and use of style reflect genre and impact tone, mood, and theme.
- Essential Question: In what ways do an author's structural choices and stylistic elements reflect the genre and influence the reader's perception of tone, mood, and theme?

SWBAT: Analyze the use of irony, rhetoric, and symbolism in a text and their effects on style, voice, and theme.
- Essential Question: How do authors use irony, rhetoric, and symbolism to shape style, voice, and thematic elements in their works?

SWBAT: Integrate and evaluate multiple accounts or sources to address a central question, analyzing various interpretations of a story or account.
- Essential Question: How can analyzing multiple interpretations of a story or account provide a more comprehensive understanding of its themes and conflicts?

SWBAT: Compare and analyze similar themes or topics in two texts from the same time period to understand their treatment and significance.
- Essential Question: How do similar themes or topics in texts from the same time period reflect the cultural and historical context in which they were written?

Writing

SWBAT: Write a literary analysis essay focusing on how literary devices contribute to the theme of a text, demonstrating effective use of evidence and analysis.
- Essential Question: How do literary devices enhance the development of themes in a text, and how can their use be effectively analyzed in a literary essay?

SWBAT: Construct a literary analysis argument that addresses a question about the role of conflict or war, using primary and secondary sources to support their position.
- Essential Question: How can a literary analysis argument about the role of conflict or war be effectively supported through the use of primary and secondary sources?

SWBAT: Use mentor texts to analyze the structure of literary analysis writing, making connections among texts and employing effective sentence structure and precise word choice in their own writing.
- Essential Question: How can analyzing mentor texts improve your understanding of literary analysis writing structure and enhance your own writing skills?

SWBAT: Revise and edit a rough draft for content, organization, grammar, and mechanics, demonstrating effective writing practices.
- Essential Question: What strategies can be employed to revise and edit a draft to ensure clarity, coherence, and correctness in literary analysis writing?

SWBAT: Reflect on their writing progress and learning experiences through portfolio reflections, evaluating their growth in literary analysis and writing skills.
- Essential Question: How can reflecting on your writing process and progress help you identify areas for improvement and recognize growth in your literary analysis skills?

SWBAT: Support their literary analysis with evidence from readings, integrating this evidence to build a coherent argument or interpretation.
- Essential Question: How can evidence from readings be effectively used to support and enhance your literary analysis?

Speaking and Listening
SWBAT: Prepare for, participate in, and contribute to Socratic seminars by listening respectfully, responding thoughtfully to texts and questions, and adhering to discussion protocols.
- Essential Question: How does engaging in Socratic seminars help you develop your ability to analyze texts and contribute to meaningful discussions?

SWBAT: Engage in small-group discussions focused on analyzing archetypes and cultural reflections in fiction, building their speaking and listening skills through structured dialogue.
- Essential Question: How can focused small-group discussions on specific questions enhance your understanding of archetypes and cultural reflections in literature?

SWBAT: Participate in full-class Socratic seminars by considering diverse perspectives, summarizing ideas, and setting individual and group goals for discussion.
- Essential Question: How does participating in a full-class Socratic seminar with diverse perspectives deepen your understanding of the text and your analytical skills?

Language
SWBAT: Apply correct punctuation and varied sentence structures to create a desired effect in their writing, demonstrating an understanding of parallelism and standard conventions.
- Essential Question: How can effective use of punctuation and sentence structures enhance the clarity and impact of your writing?

SWBAT: Revise their writing for content, organization, and syntax, demonstrating the ability to vary sentence structure and word choice to improve overall readability and effectiveness.
- Essential Question: How can revising for content, organization, and syntax improve the effectiveness and readability of your writing?

Vocabulary	Discipline-specific vocabulary used throughout the unit:	Content-specific vocabulary students may learn during reading:	
	1. Archetype 2. Diction 3. Hero 4. Irony 5. Nuance 6. Rhetoric 7. Style	1. Acclamation 2. Accost 3. Acquisitive 4. Affront 5. Allay 6. Arrant 7. Arrogate 8. Askance	41. Invidious 42. Machination 43. Maelstrom 44. Mandate 45. Moratorium 46. Moribund 47. Nettle 48. Obstinate 49. Pejorative 50. Pillory

		9. Avarice 10. Avid 11. Bastion 12. Benign 13. Bestial 14. Blandishment 15. Carping 16. Celerity 17. Chicanery 18. Collusion 19. Concord 20. Coup 21. Decimate 22. Decry 23. Depraved 24. Diminution 25. Disarray 26. Discomfit 27. Distraught 28. Effigy 29. Effrontery 30. Eulogy 31. Evince 32. Exacerbate 33. Exhume 34. Feckless 35. Frenetic 36. Furtive 37. Garish 38. Incendiary 39. Incongruous 40. Intransigent	51. Plaintive 52. Raze 53. Reconnaissance 54. Sacrilege 55. Slough 56. Suppliant 57. Surveillance 58. Testy 59. Utopian 60. Vituperative The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support		

students.
17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment.
18. Building a classroom culture that encourages risk-taking, collaboration, and respect.
19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning.
20. Incorporating digital literacy skills into the curriculum.
21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.

Resources	**From World Literature Anthology:** *suggested works: from "The Iliad," from "In the Shadow of War;" "Born on the Fourth of July," "The Media and the War," "The War Escalates; "Evacuation Order #19;" "Where Have you Gone, Charming Billy;" "For the Third Time"* **Supplemental nonfiction** – *"War Can Warp Even Your Conscience"* (Pitts); *"Do Americans Love War*?" *"The Things They Carried: What do you bring with you to begin life anew*?" *(Time, 2015) "My War" (Buzzell), "Declaration of Human Rights," "On the Bottom" from Survival in Auschwitz (Levi), "Preface to the New Translation" (Wiesel); "War" (Junger), "Where Men Win Glory" (Krakauer); "A Bright Shining Lie" (Sheehan), "How to Tell a True War Story," "Behind the Mask: Revealing the Trauma of War" (Nat Geo), "How Art Heals the Wounds of War" (Nat Geo); Invisible Wounds (Humans of NY series)* **Poetry** – *"Dulce Et Decorum Est" (Owen); "Poem Postmarked from the Middle East" (Hameedi), "Waiting for the Barbarians (Cavafy); "Diameter of the Bomb" (Amichai)* **Multimedia Texts & Interdisciplinary Connections** *"An Evolutionary Perspective on War Heroism," Literature of War (PBS). "Why Veterans Miss War" (TED Talk); "When a Reporter Becomes the Story" (TED Talk); "Fifty Days at Iliam" (Art; Twombly); Banksy Street Art; "Guernica" (Art, Picasso)* **Novels** – *student choice from teacher list or whole-class: Long Way Gone, Purple Hibiscus, One-Hundred and One Nights, The Things They Carried, In Country, Kite Runner* **Supplementary resources relative to context or themes in the short stories:** NYTimes Common Lit Actively Learn
Standards **English Language Arts:** 11-12 ELA Standards	<u>Reading</u> **RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.** **RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.** RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. **RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).** RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept). **RL.CT.11–12.8. Demonstrate knowledge of 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 how two or more texts from the same period treat similar themes or topics.
RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing
W.AW.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.SE.11–12.6. 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).

Speaking and Listening
SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.ES.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.

Language
L.KL.11–12.2. 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.   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.
B.   Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C.   Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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.   Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
D.   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.
E.   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.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections & Standards
 	
Visual and Performing Arts:
Standards
 	
Social Studies/History:
Standards
 	
21st Century Skills, Technology, Career Education:
Standards
	Social Studies/History:
	   ● 6.1.12.D.2.b: Analyze the impact of social, economic, and technological changes on everyday life and the course of history.
	Visual and Performing Arts:
	   ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work.
	Career Readiness, Life Literacies, and Key Skills:
	   ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

Accomodations & Modifications	<mark>Accommodations and Modifications</mark>
	
	Gifted and Talented
	   ● Provide supplementary or lengthier texts with higher-level questions
	   ● Provide enrichment activities
	   ● Use inquiry-based practices and allow student opportunities to conduct additional research
	   ● Provide assessment or assignment choices that require more detail and deeper understanding
	   ● Provide additional questions that prompt extensions of understanding
	   ● Require research for projects in a specified format
	   ● Provide assessment choices that require more detail and deeper understanding
	
	Special Education Accomodations/Modifications
	
	504 Accomodations/Modifications
	
	MLL Accomodations/Modifications

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Unit 3: Inquiry, Research, and Genre Exploration

Timeframe	10 weeks
Unit 3 Overview	This unit centers around student-generated inquiry, which will drive independent research and culminate in a multi-genre research paper. To this end, students will explore and analyze multiple types of writing within narrative, expository, persuasive, visual, and poetry genres for their features and characteristics in order to imitate those in their own writing; students will also evaluate these genres' effectiveness and usefulness in conveying aspects of their research as they determine which genres they will choose for their research project. As part of the multi-genre research process, students will experiment with different modes of writing, different points of view and perspectives, and different narrative and rhetorical strategies. This unit will engage students in the research process, including the evaluation of sources for reliability, credibility, and usefulness, and the organization of information in a way that effectively addresses their inquiry. Students will also engage in an independent, annotated close reading of their research; complete an annotated bibliography in which they summarize and evaluate those sources; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts in various genres, that promote effective use of language and risk-taking within genres, and that require reflections on progress when composing genres for the research paper.
Essential Questions:

These establish inquiry to align the unit's assignments and assessments | ● How do we develop a question to drive inquiry and research?
● How do we organize and evaluate our research to prepare us to compose our multi-genre research paper?
● Why do writers incorporate research into different genres?
● How does perspective influence style and content?
● How do different genres of writing uniquely contribute to the effectiveness of conveying a research topic, and what are the specific characteristics that define each genre's approach to presenting information?
● In what ways do points of view, perspectives, and rhetorical strategies influence the impact and clarity of a research paper, and how can we experiment with these elements to enhance our own writing and research? |
| Assessment | Summative/Performance Assessments Plan
MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade
1. Writing Workshop (20%): Multigenre Inquiry Research Project - Thematic Expository
    a. SWBAT: Develop and present a multi-genre research project that effectively incorporates narrative, expository, persuasive, visual, and poetic genres to explore and analyze a chosen career choice or global issue to demonstrate a comprehensive understanding of the topic through diverse modes of writing and presentation.
    b. SWBAT: Critically evaluate and synthesize research from multiple sources, assessing their reliability, credibility, and relevance, and integrate this information into a multi-genre project in a way that addresses inquiry, supports conclusions, and showcases the ability to organize and articulate complex ideas

2. Performance Assessment (20%): Inquiry-based; must hit **Inquiry-based Must hit RL.CT.11–12.8/RI.CT.11-12.8** 🌱 **and RI.AA.11–12.7. Examples:** Injustice in different genres, Global Issue Editorial, Argument, Research Question
    a. SWBAT: Conduct a comprehensive research project that explores a topic related to injustice, global issues, or climate change, and effectively analyze and compare multiple sources, integrating evidence and perspectives to construct a well-supported and original argument or conclusion.
    b. SWBAT: Critically evaluate an original text alongside various secondary sources, assessing their credibility and relevance, and develop a coherent and persuasive argument that demonstrates an in-depth understanding of the topic and the ability to synthesize information from diverse viewpoints.

MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to…
1. Quizzes
2. Socratic Seminar
3. Presentations |

	4. Reading Checks
	PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.
	• 🌿 RI.CT.11–12.8 Climate Change Example: Students may analyze scientific and related informational texts for evidence-based explanations for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
	• 🌿 W.WR.11–12.5 Climate Change Example: Students may research, analyze, and critique the role of the petroleum industry in world politics, the global economy, and global climate change.
	• 🌿 SL.UM.11–12.5 Climate Change Example: Students may utilize digital platforms to collaborate with students to develop possible solutions to environmental justice issues resulting from climate change.

Learning Targets
 	
These establish objectives to unify the unit's essential questions and assessment targets connected to standards
	<u>Reading</u>
	SWBAT: Examine expository texts to discern how structure, evidence, and logical arguments are used to convey information and persuade readers.
	   ● Essential Question: How does the structure and use of evidence in expository writing affect its effectiveness and clarity?
	
	SWBAT: Evaluate persuasive texts to understand how rhetorical strategies and appeals to emotion or logic influence the reader's opinion.
	   ● Essential Question: How do rhetorical strategies in persuasive writing impact the reader's beliefs and attitudes?
	
	SWBAT: Interpret visual texts (e.g., infographics, graphic novels) to analyze how visual elements contribute to meaning and message.
	   ● Essential Question: How do visual elements in texts enhance or alter the communication of ideas and information?
	
	SWBAT: Analyze poetry to identify and interpret literary devices, such as metaphor, imagery, and form, and their effect on the reader.
	   ● Essential Question: How do literary devices in poetry contribute to its overall meaning and emotional impact?
	
	SWBAT: Analyze the strengths and limitations of different genres (e.g., narrative, expository, persuasive, visual, poetic) to determine which best conveys specific aspects of their research findings.
	   ● Essential Question: How do the unique strengths of each genre influence the way I present different parts of my research?
	
	SWBAT: Match specific research content (e.g., data, personal anecdotes, historical analysis) with the genre that most effectively communicates that content to the intended audience.
	   ● Essential Question: How can I select the genre that will most clearly and effectively convey specific research findings to my audience?
	
	<u>Writing</u>
	SWBAT: Integrate multiple genres into a cohesive research project, ensuring that each genre serves its intended function and enhances the overall argument or narrative.
	   ● Essential Question: How can I combine different genres into a single project while maintaining a unified and coherent message?
	   ●
	SWBAT: Develop expository essays that clearly present and support a central idea with well-organized evidence and analysis.
	   ● Essential Question: How can I structure an expository essay to clearly convey and support my main argument?
	
	SWBAT: Compose persuasive texts that effectively use rhetorical appeals and strategies to argue a position and influence readers.
	   ● Essential Question: How can I use rhetorical appeals to construct a persuasive argument that effectively influences my audience?

SWBAT: Produce visual and multimedia texts (e.g., infographics, presentations) that communicate information or arguments clearly and creatively.
- Essential Question: How can I design visual and multimedia texts to effectively present information and engage my audience?

SWBAT: Write poetry that employs various poetic forms and devices to express ideas, emotions, or themes creatively and meaningfully.
- Essential Question: How can I use poetic forms and devices to enhance the expression of my ideas and emotions?

Speaking and Listening
SWBAT: Engage in Socratic seminars to articulate and defend their analyses of texts, demonstrating critical thinking and reasoning skills.
- Essential Question: How can participating in Socratic seminars help deepen my understanding of texts and strengthen my argumentation?

SWBAT: Listen actively and respond thoughtfully to peers' contributions during discussions, building on their ideas and providing constructive feedback.
- Essential Question: How can active listening and thoughtful responses enhance the quality of discussions and collaborative learning?

SWBAT: Present research findings in a clear and organized manner, effectively using verbal and non-verbal communication techniques to engage the audience.
- Essential Question: How can I use effective communication techniques to present my research findings in a compelling and organized way?

SWBAT: Lead and participate in group discussions, demonstrating leadership and collaboration skills while contributing to the collective understanding of a topic.
- Essential Question: How can leading and participating in group discussions enhance my leadership skills and contribute to a deeper understanding of the topic?

SWBAT: Provide and receive peer feedback on presentations and written work, focusing on clarity, effectiveness, and constructive critique.
- Essential Question: How can peer feedback improve the quality and effectiveness of my presentations and written work?

Language
SWBAT: Use context clues and etymology to infer the meaning of unfamiliar vocabulary and incorporate these words effectively into their writing.
- Essential Question: How can understanding context clues and word origins help me expand my vocabulary and improve my writing?

SWBAT: Analyze and apply various rhetorical strategies and language techniques to enhance the persuasiveness and impact of their writing.
- Essential Question: How can applying rhetorical strategies and language techniques improve the effectiveness of my writing?

SWBAT: Experiment with different narrative voices and perspectives in their writing to convey diverse viewpoints and engage different audiences.
- Essential Question: How can varying narrative voices and perspectives affect the reader's interpretation and engagement with my writing?

SWBAT: Reflect on and revise their writing to improve clarity, coherence, and adherence to genre conventions through iterative drafting and feedback.
- Essential Question: How can reflecting on and revising my writing improve its clarity, coherence, and adherence to genre conventions?

SWBAT: Identify and employ different language registers and styles appropriate for various genres and audiences in their writing.
- Essential Question: How can choosing the appropriate language register and style enhance the effectiveness of my writing for different genres and audiences?

Vocabulary	Discipline-specific vocabulary used throughout the unit:	Content-specific vocabulary students may learn during reading:	
	1. Diction 2. Genre 3. Nuance	1. Abject 2. Abstruse 3. Allege	41. Paltry 42. Pariah 43. Paucity

	4. Rhetoric 5. Style	4. Belabor 5. Calumniate 6. Captious 7. Complicity 8. Conciliate 9. Consummate 10. Countermand 11. Counterpart 12. Delineate 13. Dissemble 14. Emulate 15. Enervate 16. Equity 17. Euphemism 18. Fervent 19. Fraught 20. Garner 21. Germane 22. Hapless 23. Idiosyncrasy 24. Improvident 25. Incarcerate 26. Increment 27. Indictment 28. Indigent 29. Indubitable 30. Inordinate 31. Interpolate 32. Irrefutable 33. Irreparable 34. Loath 35. Minutiae 36. Moot 37. Mordant 38. Myopic 39. Nuance 40. Overt	44. Peremptory 45. Perspicacity 46. Pertinacious 47. Propriety 48. Putative 49. Recant 50. Reputed 51. Sophistry 52. Substantiate 53. Succinct 54. Summarily 55. Tantamount 56. Tenable 57. Unwonted 58. Vacillate 59. Verbiage 60. Virulent The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects). 6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work.	

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Resources	**Supplemental short texts/excerpts:** *"Girl" (Kincaid); "Kaffir Boy" (Mathabane); "Stolen Party" (Hecker)* **Poetry** *"Oreo" (Bryant); "Ten Responses to the Phrase Man Up" (Guante); "A Letter to the Girl I Used to Be" (Smith): "On Learning American English" (Matam)* **Mentor Texts:** *various texts for the study of different genres, Reference* Blending Genre, Altering Style; Crafting Authentic Voice; *and* Bedford Book of Genres **Multimedia Texts & Interdisciplinary Connections:** "Danger of a Single Story" (Adichie, TED Talk); "Stories of Who Doesn't Belong" (Cook, TED Talk); Soft Self Portrait (Dali); The Wounded Deer (Kahlo); Women of Allah Series (Neshat) **Independent Reading:** *student choice based on teacher selection*
Standards English Language Arts: 11-12 ELA Standards	Reading RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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). RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view. RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message). RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting

information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

Writing

RL.CT.11–12.8. Demonstrate knowledge of 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 how two or more texts from the same period treat similar themes or topics.

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history

and texts proposing scientific or technical advancements. 🌱

Writing

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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.WR.11–12.5. 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.SE.11–12.6. 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.RW.11–12.7. 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.

Speaking and Listening

SL.PI.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.UM.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. 🌱

Language

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A.   Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B.   Observe hyphenation conventions.

C.   Recognize spelling conventions.

L.KL.11–12.2. 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. 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. B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, 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. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. 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).
Interdisciplinary Connections & Standards Visual and Performing Arts: Standards Social Studies/History: Standards 21st Century Skills, Technology, Career Education: Standards	Social Studies/History: ● 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change. ● 6.2.12.HistoryCC.5.d: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information. Career Readiness, Life Literacies, and Key Skills: ● 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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3). ● 9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information. ● 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. ● 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change
Accomodations & Modifications	<mark>Accommodations and Modifications</mark> Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications

Unit 4: Personal Journey and Beyond	
Timeframe	10 weeks
Unit 4 Overview	This unit engages students in the study of a major world text such as Hamlet or Oedipus, in order to extend and refine their skills in the analysis and close reading of text. In addition to the central reading, students will compose either an argumentative or narrative essay through the Writing Workshop process. Students will also engage in an independent, annotated close reading a nonfiction text; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that promote effective use of language and that require reflections on progress when composing the marking-period essay. As a final performance assessment, students will develop a question, which they will answer through a documentary project or commencement project, that utilizes both research and original thought.
Essential Questions: These establish inquiry to align the unit's assignments and assessments	● How can an author use rhetoric to advance or enhance his/her message? ● How can multiple themes interact and connect in a world of literature? ● How do the decisions we/characters make impact our futures? ● How do plays reflect the complex human experience? ● How has my world/high school experience impacted me? ● How will I impact the world? ● How do literary works such as Hamlet or Oedipus explore the complexities of human nature, and what can they reveal about the universal struggles of identity, morality, and fate? ● In what ways can the process of close reading and analysis of both fiction and nonfiction texts deepen our understanding of language, structure, and meaning, and how can these insights be applied to our own writing and communication? ● How can we use critical thinking and research to create original arguments or narratives that not only interpret a text but also contribute to broader conversations about literature, culture, and society?
Assessment	Summative/Performance Assessments Plan MAJOR ASSESSMENTS of equal weight not exceeding 20% of MP grade 　1. Writing Workshop (20%): 　　a. Narrative or Memoir: Craft a narrative or memoir that effectively incorporates elements of storytelling, including character development, setting, conflict, and resolution, to explore personal or universal themes. Develop complex characters and a coherent plot that includes a clear conflict and resolution, ensuring the story flows logically and meaningfully. Create a vivid setting and use literary techniques such as symbolism and imagery to enhance the narrative's themes and emotional impact. Integrate thematic elements that connect personal experiences to broader, universal ideas, with a reflective conclusion that underscores the theme or lesson learned. 　　b. Argument Writing: (Documentary proposal, Current events justification): SWBAT develop a documentary proposal or theme justification on current events, presenting a clear argument supported by research, evidence, and a

well-structured rationale. Conduct thorough research using credible sources to gather relevant information and evidence that supports their argument or theme. Organize the proposal or justification logically, ensuring that the introduction, body, and conclusion work together to present a cohesive and persuasive argument.

2. **Performance Assessment (20%):** Inquiry-based assessment **aligned with RI.TS.11-12.4**
   a. Documentary project, commencement project: Analyze how an author's choice of structure and style in informational texts contributes to the development of ideas and arguments. Synthesize information from multiple sources, evaluating the credibility and relevance of each, to construct a well-reasoned argument or narrative in a documentary or commencement project. Evaluate the impact of specific word choices and rhetorical strategies in informational texts to enhance the persuasiveness and clarity of project.

MINOR ASSESSMENTS: These assessments must measure performance progress towards 2023 NJSLA ELA Standards for 11-12th grade. These could include, but are not limited to...
1. Quizzes
2. Socratic Seminar
3. Presentations
4. Reading Checks

PREPARATION/PROGRESS/PARTICIPATION: These assignments must measure performance progress toward unit goals for comprehension and close reading skills, essential 12th grade writing skills, speaking and listening skills, and language skills.

Learning Targets These establish objectives to unify the unit's essential questions and assessment targets connected to standards	**Reading** SWBAT: Analyze the development of complex characters, themes, and symbols in a major world text such as Hamlet or Oedipus. ● Essential Question: How do characters, themes, and symbols in literature reflect the personal journeys of individuals? SWBAT: Evaluate the effectiveness of various literary devices in conveying meaning and tone in a selected text. ● Essential Question: How do literary devices enhance our understanding of a text's deeper meanings? SWBAT: Conduct an independent, annotated close reading of a nonfiction text to identify key ideas and arguments. ● Essential Question: What strategies can be used to uncover the underlying messages in nonfiction texts? SWBAT: Compare and contrast the treatment of similar themes in both the central text and an independently chosen nonfiction text. ● Essential Question: How can themes in fiction and nonfiction texts reveal universal truths about the human experience? SWBAT: Synthesize information from multiple texts to develop a comprehensive understanding of a particular theme or concept. ● Essential Question: How can reading multiple texts deepen our understanding of a theme or concept? SWBAT: Analyze the structure and rhetorical strategies of a commencement speech to determine how it inspires and motivates its audience. ● Essential Question: What rhetorical techniques make a commencement speech memorable and impactful? SWBAT: Critically evaluate the use of visual and auditory elements in a documentary to determine how they contribute to the overall message. ● Essential Question: How do documentaries use visual and sound elements to persuade and inform their audience? SWBAT: Compare and contrast the themes and messages of a documentary and a commencement speech, focusing on how each medium communicates its ideas. ● Essential Question: How do different forms of media, like documentaries and speeches, convey similar themes in unique ways? **Writing** SWBAT: Compose an argumentative essay that presents a clear thesis and supports it with evidence from both primary and secondary sources. ● Essential Question: How can writing be used to effectively argue a point of view? SWBAT: Develop a narrative essay that incorporates elements of storytelling, including character development, plot, and setting. ● Essential Question: How does narrative writing allow us to explore personal and universal experiences? SWBAT: Revise and edit writing to improve clarity, coherence, and organization through the Writing Workshop process. ● Essential Question: What role does revision play in the writing process, and how does it enhance the final product?

SWBAT: Reflect on personal writing progress and set goals for improvement based on feedback and self-assessment.
- Essential Question: How can self-reflection and feedback be used to improve writing skills?

SWBAT: Create a documentary or commencement project that integrates research and original thought, demonstrating an understanding of the unit's themes.
- Essential Question: How can research and creativity be combined to communicate complex ideas effectively?

SWBAT: Compose a commencement speech that reflects personal experiences and delivers a universal message to the audience.
- Essential Question: How can a commencement speech blend personal stories with universal themes to resonate with a wide audience?

SWBAT: Use rhetorical strategies such as ethos, pathos, and logos to craft a compelling and persuasive commencement speech.
- Essential Question: What rhetorical strategies are most effective in delivering a powerful commencement speech?

SWBAT: Revise a commencement speech to enhance its emotional appeal and connection with the audience, using feedback from peers and instructors.
- Essential Question: How can feedback be used to refine a speech so that it has a greater emotional impact?

SWBAT: Incorporate vivid language and rhetorical devices into a commencement speech to create a lasting impression on the audience.
- Essential Question: How can the strategic use of language and rhetorical devices make a speech more memorable?

Speaking and Listening
SWBAT: Present a documentary project to an audience, clearly articulating the research process and key findings.
- Essential Question: What are the key elements of effectively presenting a documentary project?

SWBAT: Collaborate with peers to refine and practice the delivery of a documentary presentation, focusing on clarity, pacing, and engagement.
- Essential Question: What strategies can be employed to ensure a documentary presentation is clear, well-paced, and engaging?

SWBAT: Evaluate the effectiveness of a documentary presentation by analyzing the presenter's ability to communicate ideas and connect with the audience.
- Essential Question: What makes a documentary presentation effective in terms of communication and audience engagement?

SWBAT: Participate actively in Socratic seminars, contributing thoughtful insights and responding to the ideas of others.
- Essential Question: How does engaging in a dialogue with others deepen our understanding of a text?

SWBAT: Listen critically to peers during discussions and provide constructive feedback that encourages deeper analysis.
- Essential Question: How can listening and responding to others' ideas enhance collaborative learning?

SWBAT: Present ideas clearly and persuasively in group discussions, supporting opinions with evidence from the text.
- Essential Question: What makes a spoken argument compelling and convincing?

SWBAT: Collaborate with peers to develop a group presentation that synthesizes multiple perspectives on a text or theme.
- Essential Question: How can collaboration lead to a richer understanding of a text or theme?

SWBAT: Evaluate the effectiveness of a peer's oral presentation, offering specific feedback for improvement.
- Essential Question: How can constructive feedback improve the quality of a presentation?

Language
SWBAT: Determine the meaning of unfamiliar words and phrases in context, using knowledge of roots, prefixes, and suffixes.
- Essential Question: How can understanding word structure help us determine the meaning of unfamiliar vocabulary?

SWBAT: Analyze the use of figurative language and its impact on meaning and tone in a text.
- Essential Question: How does figurative language enhance the emotional and intellectual impact of a text?

SWBAT: Apply a variety of sentence structures and vocabulary to enhance the clarity and sophistication of writing.
- Essential Question: How does the use of diverse sentence structures and vocabulary influence the effectiveness of writing?

SWBAT: Use precise and varied language to convey complex ideas in both written and spoken communication.
- Essential Question: How does language choice affect the clarity and precision of communication?

SWBAT: Reflect on language choices in writing, considering how word choice affects tone, style, and meaning.
- Essential Question: How does our choice of words shape the tone, style, and meaning of our writing?

Vocabulary	Discipline-specific vocabulary used throughout the unit:	Content-specific vocabulary students may learn during reading:	43. Necromancer 44. Obtuse 45. Overweening

1. Diction 2. Nuance 3. Rhetoric 4. Style	1. Acuity 2. Aesthetic 3. Amenity 4. Articulate 5. Asperity 6. Attenuate 7. Badinage 8. Catharsis 9. Cavil 10. Consign 11. Contrite 12. Delectable 13. Deprecate 14. Derelict 15. Diatribe 16. Dissidence 17. Efficacy 18. Elude/Elusive 19. Eschew 20. Esoteric 21. Facade 22. Figment 23. Forgo 24. Histrionic 25. Ignominy 26. Imminent 27. Imperturbable 28. Importune 29. Intelligible 30. Intermittent 31. Inure 32. Lackadaisical 33. Laconic 34. Lampoon 35. Languish 36. Largesse 37. Ludicrous 38. Luminous 39. Malaise 40. Mendacious 41. Mesmerize 42. Mutable	46. Penchant 47. Piquant 48. Portend/Portentous 49. Presage 50. Rebuff 51. Rectitude 52. Redolent 53. Requite 54. Restive 55. Saturnine 56. Shambles 57. Sporadic 58. Subsist 59. Temporize 60. Unremitting The online Membean vocabulary program may also be used to individualize vocabulary instruction through various contacts and strategies. The program calibrates the vocabulary level based on student performance and ability. As students are taught how to develop skills that lead to independent vocabulary learning, student-generate lists will foster ownership of the learning process.
Tier 1 Strategies to benefit all learners	1. Explicit Instruction: Clear, direct teaching of skills and concepts. 2. Modeling and demonstrating reading and writing strategies. 3. Using "think-aloud" techniques to show thought processes during reading and writing. 4. Differentiated Instruction: Providing various types of texts (different genres, complexity levels) to cater to diverse reading abilities. 5. Offering choices in assignments to allow students to demonstrate understanding in different ways (e.g., essays, presentations, creative projects).	

	6. Active Engagement: Incorporating interactive activities such as group discussions, peer reviews, and collaborative projects. 7. Using multimedia resources (videos, audio recordings, online articles) to make lessons more engaging. 8. Formative Assessments: Regularly using quizzes, exit tickets, and other informal assessments to gauge student understanding and inform instruction. 9. Providing timely and constructive feedback on student work. 10. Reading Strategies: Teaching and practicing strategies such as summarizing, predicting, questioning, and clarifying to improve comprehension. 11. Encouraging independent reading and providing time for sustained silent reading (SSR). 12. Writing Supports: Using graphic organizers to help students plan and structure their writing. 13. Implementing a writing process approach, including drafting, revising, editing, and publishing. 14. Vocabulary Instruction: Explicitly teaching academic and content-specific vocabulary. 15. Using word walls, flashcards, and vocabulary games to reinforce new words. 16. Scaffolding: Breaking down complex tasks into manageable steps. Providing sentence starters, writing frames, and guided notes to support students. 17. Positive Classroom Environment: Establishing clear expectations and routines to create a structured learning environment. 18. Building a classroom culture that encourages risk-taking, collaboration, and respect. 19. Technology Integration: Utilizing educational technology tools and platforms (e.g., Google Classroom, educational apps) to enhance learning. 20. Incorporating digital literacy skills into the curriculum. 21. Culturally Responsive Teaching: Including diverse perspectives and texts in the curriculum. Being aware of and sensitive to the cultural backgrounds of all students.
Resources	**Major Texts:** *Oedipus, Hamlet, Antigone, Lysistrata, Dante's Inferno* **Short One-Acts:** *from Open-Ended Plays "My Life's My Own;" "They'll Never Miss It;" "A Second Chance;" from Seven Plays of Mystery and Suspense: "Flight Into Danger" (Hailey)* **Mentor Texts:** *varies depending on essay type; commencement speeches, documentary excerpts* **Multimedia Texts:** The Best Commencement Speeches Ever (NPR), Steve Jobs at Stanford U. (commonlit.org); B. Bush's Address at Wellesly (commonlit.org) **Multimedia Resources:** **Independent Reading:** *suggested focus on informational text, suggestions include* The Outliers*,* What Color is Your Parachute*, and* Why Zebras Don't Get Ulcers
Standards English Language Arts: 11-12 ELA Standards	**Reading** RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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). RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RL.TS.11–12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing

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

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

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

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

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

E.   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); 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.SE.11–12.6. 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).

Speaking and Listening

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A.   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B.   Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C.   Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full

range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
D.   Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.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.PI.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.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

<u>Language</u>
L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
A.   Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
B.   Observe hyphenation conventions.
C.   Recognize spelling conventions.

L.KL.11–12.2. 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.   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.
B.   Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
C.   Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative 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.
C.   Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
D.   Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Interdisciplinary Connections & Standards **Visual and Performing Arts:** Standards **Social Studies/History:** Standards **21st Century Skills, Technology, Career**	**Visual and Performing Arts:** ● 1.4.12adv.Re7a: Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of devised or scripted theatre work. ● 1.4.12adv.Re7b: Use historical and cultural context to structure and justify personal responses to devised or scripted theatre work. ● 1.4.12acc.Re9a: Develop detailed supporting evidence and criteria to reinforce artistic choices when participating in or observing devised or scripted theatre work. ● 1.4.12acc.Cn11b: Explore how personal beliefs and biases can affect the interpretation of data applied in devised or scripted theatre work. **Career Readiness, Life Literacies, and Key Skills:** ● 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas ● 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving ● 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

Education: Standards	
Accomodations & Modifications	<mark>Accommodations and Modifications</mark> Gifted and Talented ● Provide supplementary or lengthier texts with higher-level questions ● Provide enrichment activities ● Use inquiry-based practices and allow student opportunities to conduct additional research ● Provide assessment or assignment choices that require more detail and deeper understanding ● Provide additional questions that prompt extensions of understanding ● Require research for projects in a specified format ● Provide assessment choices that require more detail and deeper understanding Special Education Accomodations/Modifications 504 Accomodations/Modifications MLL Accomodations/Modifications