

Shepard Preparatory High School

English 11-12
Curriculum



Style and Structure of Writing

<u>Timeframe</u>	September through mid-November (10-12 weeks)
<u>Unit Overview</u>	Students will practice how to write effectively. They will use grammar review, the writing process, study the elements of effective writing and learn how to evaluate writing.
<u>Essential Questions</u>	<ul style="list-style-type: none">• How do writers work within a community of other writers?• How can your word choice and sentence structure affect the power of your writing?• What elements provide structure within a paragraph and a composition?
<u>Unit Focus</u>	<ul style="list-style-type: none">• Six traits of good writing (Ideas, organization, voice, word choice, sentence fluency, conventions)• Writing purposes, organizational patterns, and common transitions in writing• Power of language/conventions• Writing in the 21st century – appropriate to situation, uses technology, applies creative and critical thinking and problem solving skills• Writing process: Prewriting, drafting, revising, editing and publishing• Developing style and voice (word choice and sentence structure)• Structure of writing (Paragraphs and compositions – narrative, descriptive, expository, and persuasive formats)• 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.• 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.• Climate Change Example: Students may utilize digital platforms to collaborate with students in other countries to develop possible solutions to environmental justice issues resulting from climate change.
<u>Interdisciplinary Connections</u>	<p>Social Studies</p> <ul style="list-style-type: none">• RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none">• CRP11 Use technology to enhance productivity.

	<ul style="list-style-type: none"> • CRP12. Work productively in teams while using cultural global competence
<u>Common Assessments</u>	<ul style="list-style-type: none"> • Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

[Materials](#)

Common Materials	Supplemental Materials
<p><i>Writing With Power Grade 11 Textbook</i> <i>Writing With Power Grade 12 Textbook</i></p>	<p>Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources</p>

New Jersey Student Learning Standards (NJSL)

<u>Subject Area</u> English/Language Arts	<u>Technology</u> <i>8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i>	<u>21st Century Life and Careers</u> <i>Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation</i>	<u>Interdisciplinary</u>
<p>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.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 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. <p>W.IW.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	

information clearly and accurately through the effective selection, organization, and analysis of content.

- A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- D. Use precise language and domain-specific vocabulary 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 information or explanation 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, 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

<p>plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.WP.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>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); consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.WP.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.WP11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>			
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<p>W.WP.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.WP.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 11-12 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> <p>W.WP.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
<u>Differentiation</u>			
Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment/Honors		

Accommodations for Classroom:

Pair visual prompts with verbal presentations
 Ask students to restate information, directions, and assignments
 Model skills / techniques to be mastered
 Extended time to complete class work
 Student-directed learning/ independent studies when appropriate

Accommodations for Homework and Assignments:

Extended time to complete assignments
 Provide the student with clearly stated (written) expectations and grading criteria for assignments

Accommodations for Assessments:

Extended time on classroom assessments

Further Modifications for General Curriculum students:

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Use of higher level questioning techniques
 Provide assessments that require higher level thinking
 Increased production of writing assignments
 Varying time requirements to complete assignments
 Independent studies at teacher/admin discretion
 Extension activities

Further Modifications for Honors Students

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Essential Question Activity (A)
 Definitions of Literary Terms (A)
 Textbook questions (A)
 Class discussions (A)
 Lecture (A)
 Library research – biographical information on Authors (A)
 Chapter Focus Questions (A)
 Bookmarks to mark passages with “sticky notes” for discussion (A)
 Film (A)
 Jigsaw – discussion questions (M)
 Journal writing (M)
 RAFT writing assignment (M)
 Writing Activities – Epitaph and Obituary (M)
 Irony in “real life” (T)
 Revise writing based on teacher conferencing and feedback (T)
 Effective use of literary devices in original writing (T)
 Research paper with all steps

Reading and Analyzing Narrative Fiction

<u>Timeframe</u>	September through mid-November (10-12 weeks)
<u>Unit Overview</u>	Students will practice, read and analyze at least one long work of narrative fiction. Students will practice their skills with short pieces that reinforce skills.
<u>Essential Questions</u>	<ul style="list-style-type: none">• How does analysis provide insight into character complexities both in literature and in real life? –• What benefit does critical examination and consideration have on understanding and interpreting text for message, purpose and meaning?• In what ways does narration affect narrative text?
<u>Unit Focus</u>	<ul style="list-style-type: none">• Analyze the text for inferred and literal meanings• Make personal connections, make connections to other texts, and/or make global connections when relevant• Identify explicit and implicit textual evidence• Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience• Determine a theme and central idea• Analyze how details develop the theme/central idea• Formulate an objective (free of personal bias) summary of the text• Determine how the theme/central idea emerges and is refined or strengthened by key details• Identify multiple/conflicting character motivations• Analyze character interactions as they develop plot• Evaluate simple and complex relationships and/or events on plot development
<u>Interdisciplinary Connections</u>	<p>Social Studies</p> <ul style="list-style-type: none">• RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none">• CRP11 Use technology to enhance productivity.• CRP12. Work productively in teams while using cultural global competence

<u>Common Assessments</u>	<ul style="list-style-type: none"> ● Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) ● On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) ● End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

<u>Materials</u>

Common Materials	Supplemental Materials
<p><i>Collections Grade 11 Textbook</i> <i>Collections Grade 12 Textbook</i></p>	<p style="text-align: center;">Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources</p>

New Jersey Student Learning Standards (NJSLs)

<p align="center"><u>Subject Area</u></p> <p align="center">English/Language Arts</p>	<p align="center"><u>Technology</u></p> <p align="center">8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</p>	<p align="center"><u>21st Century Life and Careers</u></p> <p align="center">Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation</p>	<p align="center"><u>Interdisciplinary</u></p>
<p>RL.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 a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain</p> <p>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 a text including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.</p> <p>RL.IT.11-12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding how they develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.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</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	<p>RL.11-12.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>

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).

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.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

L.VI.11-12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p>			
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment/Honors
<p>Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Accommodations for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Accommodations for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

Activities

Literature: Short stories:

Poetry: Teacher choice

Novel: Teacher choice

Essential Question Activity (A)

Definitions of Literary Terms (A)

Independent and group reading (A)

Textbook questions (A)

Lecture (A)

Library research – biographical information on Authors (A)

Chapter Focus Questions (A)

Bookmarks to mark passages with “sticky notes” for discussion (A)

Jigsaw – discussion questions (M)

Journal writing (M)

Map of Setting - Close reading activity (M)

RAFT writing assignment (M)

Close reading to mark passages for discussion (M)

Student led discussions referencing completed bookmarks and marked passages (M)

Writing Activities – Epitaph and Obituary (M) Mock Trial preparation (graphic organizer, police statement, application of EQs to specific character/conflict) (M)

Irony in “real life” (T)

Mock Trial Presentation (T)

Revise writing based on teacher conferencing and feedback (T)

Effective use of literary devices in original writing (T)

Definitions of Vocabulary Terms (A)

Comprehension questions (A)

Class discussions – Think, Pair, Share (A)

Library research –

Guided reading questions (A)

Film and discussion (A)

Writing Activities – Epilogue (M)

Passage Revision - grammar (M)

Character analyses (M)

Dreams writing assignment (M)

Structural observation of the text (M)

Theme analysis (M)

Literary Device Hunt (T)

Vocabulary Bingo (T)

Close passage readings and analysis (T)

Dreams writing (T)

Unit test (T)

Creative assessment – epilogue, soundtrack, movie poster (T)
 Writing assessment - justification analysis (T)
 Small writing task - film comparison (T)

Writing Research papers

<u>Timeframe</u>	mid-November through January (10-12 weeks)
<u>Unit Overview</u>	Students will write a research paper. They will focus on good research practices, writing, citation and formatting.
<u>Essential Questions</u>	<ul style="list-style-type: none"> • How can I find reputable resources? • How do I use the MLA style to write a research paper? • How do I store and organize information? • How can I write a thesis statement?
<u>Unit Focus</u>	<ul style="list-style-type: none"> • Six traits of good writing (Ideas, organization, voice, word choice, sentence fluency, conventions) • Writing purposes, organizational patterns, and common transitions in writing • Power of language/conventions • Writing in the 21st century – appropriate to situation, uses technology, applies creative and critical thinking and problem solving skills

	<ul style="list-style-type: none"> • Writing process: Prewriting, drafting, revising, editing and publishing • Developing style and voice (word choice and sentence structure) • Structure of writing (Paragraphs and compositions – narrative, descriptive, expository, and persuasive formats)
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p>	<p>Social Studies</p> <ul style="list-style-type: none"> • RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
<p style="text-align: center;"><u>Common Assessments</u></p>	<ul style="list-style-type: none"> • Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)
<p><u>Materials</u></p>	
<p>Common Materials</p>	<p>Supplemental Materials</p>
<p style="text-align: center;"><i>Writing With Power Grade 11 Textbook</i> <i>Writing With Power Grade 12 Textbook</i></p>	<p style="text-align: center;">Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics</p>

	<p style="text-align: center;">Fiction</p> <p>Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays</p> <p style="text-align: center;">Non-Fiction Grammar</p> <p>240 Vocabulary Words Kids Need to Know by Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC</p> <p>Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources</p>
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[New Jersey Student Learning Standards \(NJSLS\)](#)

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>Interdisciplinary</u>
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p>	

<p>on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 10-11 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>B. Apply <i>grades 10-11 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	
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Differentiation

<p style="text-align: center;">Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</p>	<p style="text-align: center;">Differentiation for Enrichment</p>
<p>Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments:</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p>

Extended time to complete assignments
Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments:

Extended time on classroom assessments

Further Modifications for General Curriculum students:

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Further Modifications for Honors Students

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Essential Question Activity (A)

Definitions of Literary Terms (A)

Definitions of Vocabulary Terms (A)

Class discussions – Think, Pair, Share (A)

Lecture (A)

Library research –

Research Paper-steps

1. Topic choice
2. Develop compelling questions
3. Thesis statements
4. Research
5. Create work cited/ source cards
6. Outline or fact cards
7. Rough draft
8. Peer revision/ editing
9. Work cited page
10. Finished paper

Journal writing (M)

Writing Activities –

Passage Revision - grammar (M)

Unit test (T)

Creative assessment –

Writing assessment - justification analysis (T)

Small writing task -

Reading and Analyzing Non-Fiction

<u>Timeframe</u>	mid-November through January (10-12 weeks)
<u>Unit Overview</u>	Students will practice, read and analyze at least one long work of nonfiction . Students will practice their skills with short pieces that reinforce skills.
<u>Essential Questions</u>	<ul style="list-style-type: none">• Is knowledge the same as understanding?• How do we understand what we read?• How do personal experiences shape identity?• How do writers convey purpose, position, and meaning in their work?
<u>Unit Focus</u>	<ul style="list-style-type: none">• Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.• Authors write with different purposes in mind.• People rely on a variety of resources to obtain information.• Written communication and proper grammar mechanics promote fluency of communication; writing is a multi-stage process; writing is a reflective process.• Listening skills are critical for learning and understanding.• • Bias is often implicit and apparent only after study of author background and experience.
<u>Interdisciplinary Connections</u>	<p>Social Studies</p> <ul style="list-style-type: none">• RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none">• CRP11 Use technology to enhance productivity.• CRP12. Work productively in teams while using cultural global competence

<u>Common Assessments</u>		<ul style="list-style-type: none"> • Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays) 	
<u>Materials</u>			
Common Materials		Supplemental Materials	
<i>Collections Grade 9 Textbook</i> <i>Collections Grade 10 Textbook</i>		Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level	
<u>New Jersey Student Learning Standards (NJSLs)</u>			
<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>Interdisciplinary</u>
English/Language Arts	<i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i>	<i>Career Ready Practices</i> <i>9.1: Personal Financial Literacy</i> <i>9.2: Career Awareness, Exploration, and Preparation</i>	
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.	8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.	CRP 2. Apply appropriate academic and technical skills. CRP 4. Communicate clearly	RI.11-12.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. RI.11-12.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant

<p>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 produce a complex account or analysis; provide an objective summary of the text.</p> <p>RI.11-12.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>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.</p> <p>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).</p> <p>RI.AA.9-10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is</p>	<p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	<p>and sufficient; identify false statements and reasoning.</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p>
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<p>relevant and sufficient; identify false statements and reasoning.</p> <p>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>			
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p>Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

Activities

Essential Question Activity (A)
 Lecture – Characteristics of Non-Fiction vs. Fiction (A)
 Lecture – MLA Format (A)

Suggested Databases & Resources (A)
 Evaluating Sources: CRAAP Method (A)
 Source Card samples (A)
 Tips for contacting experts/communicating in the real world (A)
 Evaluating Sources Checklist (M)
 I-Search Outline (M)
 Definitions of Literary Terms (A)
 Independent and group reading (A)
 Textbook questions (A)
 Lecture (A)
 Library research – biographical information on Authors (A)
 Chapter Focus Questions (A)
 Bookmarks to mark passages with “sticky notes” for discussion (A)
 Jigsaw – discussion questions (M)
 Journal writing (M)
 Map of Setting - Close reading activity (M)
 RAFT writing assignment (M)
 Close reading to mark passages for discussion (M)
 Student led discussions referencing completed bookmarks and marked passages (M)
 Writing Activities –

Writing poetry and practice essays	
<u>Timeframe</u>	February through mid April (10-12 weeks)
<u>Unit Overview</u>	Students will learn about different forms of poetry and practice writing those forms. Students will also continue to expand their ability and skills with practice of standard essay forms. i.e. narrative, expository, persuasive, descriptive
<u>Essential Questions</u>	<ul style="list-style-type: none"> • How does communication change us? • In communicating with others, how do we use literal and figurative language to write, speak, and present effectively? • How can collaboration extend, challenge and broaden our ideas? • How does poetry contribute to our understanding of self, others, and the world? <p>How does the use of voice empower an individual?</p>

<p style="text-align: center;"><u>Unit Focus</u></p>	<ul style="list-style-type: none"> • Readers use strategies to construct meaning. • Reading expands understanding of the world, people, and oneself; deeper understandings are the result of reflecting upon the text, which involves rereading. • Authors write with different purposes in mind. • Writing is a multi-stage process; writing is a reflective process • People communicate through words and word choice is critical to the effective conveyance of the message. • Visual materials enhance understanding
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p>	<p>Social Studies</p> <ul style="list-style-type: none"> • RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
<p style="text-align: center;"><u>Common Assessments</u></p>	<ul style="list-style-type: none"> • Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)
<p><u>Materials</u></p>	
<p>Common Materials</p>	<p>Supplemental Materials</p>
<p style="text-align: center;"><i>Writing With Power Grade 11 Textbook</i> <i>Writing With Power Grade 12 Textbook</i></p>	<p style="text-align: center;">Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice</p>

	<p>Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources</p>
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New Jersey Student Learning Standards (NJSL)

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>Interdisciplinary</u>
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p>	

<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>C. Apply <i>grades 11-12 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>D. Apply <i>grades 11-12 Reading standards</i> to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p>	<p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)	Differentiation for Enrichment
<p>Modifications for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Modifications for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Modifications for Assessments:</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete</p>

Extended time on classroom assessments

Further Modifications for General Curriculum students:

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Poetry: To A Mouse
Essential Question Activity (A)
Definitions of Literary Terms (A)
Independent and group reading (A)
Textbook questions (A)
Class discussions (A)
Lecture (A)
Library research –
Chapter Focus Questions (A)
Bookmarks to mark passages with “sticky notes” for discussion (A)
Journal writing (M)
Map of Setting - Close reading activity (M)
RAFT writing assignment (M)
Close reading to mark passages for discussion (M)
Student led discussions referencing completed bookmarks and marked passages (M)
Writing Activities –
Irony in “real life” (T)

Class discussions – Think, Pair, Share (A)
Guided reading questions (A)
Passage Revision - grammar (M)
Character analyses (M)
Structural observation of the text (M)
Theme analysis (M)
Close passage readings and analysis (T)
Friendship advertisement (T)
Unit test (T)
Creative assessment –
Writing assessment

Small writing task -

Reading Plays and Poetry

Timeframe

February through mid- April (approximately 10-12 weeks)

Unit Overview

Students will practice, read and analyze at least one long play, preferably Shakespeare. Students will practice previously learned skills with short pieces that reinforce skills.

Essential Questions

- How do the writings of Shakespeare reveal us? Shape us? Reflect us?
- What do we learn from reading and viewing Shakespeare about the power, fragility and beauty of being human?
- How do the writings of Shakespeare provide us with a glimpse into the past and the present?

Unit Focus

- Reading expands understanding of the world, people, and oneself; readers use strategies to construct meaning; readers develop a deeper understanding by reflecting upon the text; visual materials enhance understanding.
- Authors write with different purposes in mind.
- Literature can reflect the time, ideas, and cultures it depicts.
- Critical readers question the text and consider various perspectives in order to think, live, and act differently.
- Speaking, listening, and viewing are fundamental processes which people use to express, to explore, and learn.

Interdisciplinary Connections

Social Studies

- RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.

21st Century Life Skills and Careers

	<ul style="list-style-type: none"> • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
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<u>Materials</u>

Common Materials	Supplemental Materials
<p><i>Collections Grade 11 Textbook</i> <i>Collections Grade 12 Textbook</i></p>	<p style="text-align: center;">Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level</p>

<u>New Jersey Student Learning Standards (NJSLS)</u>
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<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>Interdisciplinary</u>
English/Language Arts	<p><i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p style="text-align: center;"><i>Career Ready Practices</i> <i>9.1: Personal Financial Literacy</i> <i>9.2: Career Awareness, Exploration, and Preparation</i></p>	
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	<p>RL.11-12.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>

<p>RL.11-12.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.11-12.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>and the designed world as they relate to the individual, global society, and the environment.</p>		
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Differentiation

Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)

Modifications for Classroom:

Pair visual prompts with verbal presentations
Ask students to restate information, directions, and assignments
Model skills / techniques to be mastered
Extended time to complete class work
Student-directed learning/ independent studies when appropriate

Modifications for Homework and Assignments:

Extended time to complete assignments
Provide the student with clearly stated (written) expectations and grading criteria for assignments

Modifications for Assessments:

Extended time on classroom assessments

Further Modifications for General Curriculum students:

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Differentiation for Enrichment

Use of higher level questioning techniques
Provide assessments that require higher level thinking
Increased production of writing assignments
Varying time requirements to complete assignments
Independent studies at teacher/admin discretion
Extension activities

Further Modifications for Honors Students

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Literature
Essential Question/Anticipatory Activities
Definitions of Literary/Key Terms
Internet scavenger hunt on life and times of William Shakespeare
Note Taking
Graphic organizers (characters, foils, choices/chance happenings)
Textbook questions
Independent and group reading
Class discussions
Biographical information on authors
Chapter Focus Questions
Graphic organizers for essay outlining
Films

Research of biographical information on subject for transfer task
 Journal writing – connection between literature and students’ lives
 Revisit, comment and revise responses to anticipatory questions **after** reading
 Writing Activities – analyzing choices/consequences in literature, application of EQ to literature, diary entries from various characters’ POVs
 Analysis of how a specific song reflects theme, character, conflict from play
 Analysis of important quotations from novel/play
 Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature
 Role Play (“what if” different choices were made)
 Jigsaw – analysis of four examples of dramatic foils
 Creative projects – designing Playbill cover
 Teacher feedback on essay drafts
 Revise writing based on teacher conferencing and feedback
 Effective use of literary devices in original writing
 Biographical information on authors
 Chapter Focus Questions; comprehension and analysis
 Graphic organizers for essay outlining
 Films
 Revisit, comment and revise responses to anticipatory questions after reading (based on themes)
 Analysis of important quotations from novel/play
 Collaborative group activities – analyzing/sharing traits of specific character, symbol, and theme from literature
 Creative projects – 30 choices to trigger strengths
 Close Prologue translation
 Act/scene comprehension questions (optional)
 Class read alouds and discussion
 Act quizzes
 Characterization chart
 Event timeline
 Literary devices
 Quote identification challenge
 Exploring and supporting themes
 Creative project
 Film comparison -

Reinforcing writing skills

Timeframe

mid April through June (10-12 weeks)

<p style="text-align: center;"><u>Unit Overview</u></p>	<p>Students will continue to expand their ability and skills with practice of standard essay forms. i.e. narrative, expository, persuasive, descriptive</p>
<p style="text-align: center;"><u>Essential Questions</u></p>	<ul style="list-style-type: none"> • What differentiates essay writing from other forms of writing (i.e., narrative, nonfiction or research writing, etc.)? • What is the difference between discussing/defining a statement/quote and analyzing it, as is required in expository essay writing? • How does a writer support his or her thoughts without repeating himself or herself? How does one use support to strengthen a work? • Why is it important to consider audience and purpose when organizing one's writing? • What does the literary term voice mean? How does one include voice in his or her writing? • Why is vivid and precise use of language so important? • •What is Standard English and why is it important to use Standard English in academic writing??
<p style="text-align: center;"><u>Unit Focus</u></p>	<ul style="list-style-type: none"> • Analyze a statement or quote using specific and relevant evidence. • Support his/her thesis with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations or other information and examples. • Utilize specific examples from literature, history, contemporary issues or personal experiences as support and explain how each specific example supports his/her thesis. • Connect all key ideas to the topic and/or writing prompt utilizing transitions, thus clearly creating fluency and cohesion. • Utilize precise language, domain-specific wording and technical wording (where appropriate) to communicate information in a formal, objective style. • Include compositional risks (i.e., anecdote, rhetorical question, development of mood, etc.) that create a voice appropriate to the audience and purpose. • Draft a conclusion paragraph or section that flows logically from the information or explanation presented in the essay and effectively concludes thoughts presented in the work, all without repeating what was already stated or introducing new information.
<p style="text-align: center;"><u>Interdisciplinary Connections</u></p>	<p>Social Studies</p> <ul style="list-style-type: none"> • RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence

Common Assessments

- Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts)
- On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses)
- End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials

Writing With Power Grade 11 Textbook
Writing With Power Grade 12 Textbook

Supplemental Materials

Writing With Power Grammar, Mechanics and Usage Workbook
Writing With Power Composition Skills Practice Workbook
Collections (Literary Text)
Teacher created writing prompts/quizzes/tests/rubrics
Fiction
Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays
Non-Fiction Grammar
240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher
SAT words from various teacher sharing websites
Grammar Daily Practice by Performing in Education LLC
Teacher created writing prompts and activities
Poetry unit with Teacher created materials and internet resources

New Jersey Student Learning Standards (NJSLS)

<p align="center"><u>Subject Area</u></p> <p align="center">English/Language Arts</p>	<p align="center"><u>Technology</u></p> <p align="center"><i>8.1: Educational Technology 8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p align="center"><u>21st Century Life and Careers</u></p> <p align="center"><i>Career Ready Practices 9.1: Personal Financial Literacy 9.2: Career Awareness, Exploration, and Preparation</i></p>	<p align="center"><u>Interdisciplinary</u></p>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>F. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>G. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>H. 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.</p> <p>I. 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.</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	

<p>J. Provide a concluding paragraph or section that supports the argument presented.</p> <p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>G. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>H. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>I. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>J. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>K. 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.</p> <p>L. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>			
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<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> F. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. G. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. H. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. I. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. J. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual</p>			
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or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

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

E. Apply *grades 11-12 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]").

F. Apply *grades 11-12 Reading standards* to nonfiction informational e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>			
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Differentiation

<p style="text-align: center;">Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)</p>	<p style="text-align: center;">Differentiation for Enrichment/Honors</p>
<p>Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Accommodations for Homework and Assignments: Extended time to complete assignments Provide the student with clearly stated (written) expectations and grading criteria for assignments</p> <p>Accommodations for Assessments: Extended time on classroom assessments</p> <p>Further Modifications for General Curriculum students: Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.</p>	<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher</p>

Activities

Essential Question Activity
 Definitions of Literary Terms
 Textbook questions
 Library research –
 Homework
 Vocabulary in context
 Class discussions
 Biographical information of authors
 Chapter Focus Questions
 Graphic organizer and checklist for essay writing
 Writing Activities –
 Collaborative group activities
 Teacher feedback on essay drafts for student revision
 Essay revisions
 Writing responses
 Teacher feedback on writing tasks
 Personal connection journaling
 Writing revisions

Comparing and Analyzing Fiction

<u>Timeframe</u>	Mid-April through June (10-12 weeks)
<u>Unit Overview</u>	Students will practice, read and analyze at least one long work of narrative fiction. Students will practice their skills with short pieces that reinforce skills.
<u>Essential Questions</u>	<ul style="list-style-type: none"> • How does literature mirror life? • Why is it important to read from a variety of genres? • How are various texts organized? • How do experience and personality influence your interpretation of the text? • What is the history surrounding the text?
<u>Unit Focus</u>	<ul style="list-style-type: none"> • Students will be able to analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. • Make personal connections, make connections to other texts, and/or make global connections when relevant

	<ul style="list-style-type: none"> • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Formulate an objective (free of personal bias) summary of the text
<u>Interdisciplinary Connections</u>	<p>Social Studies</p> <ul style="list-style-type: none"> • RH.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole. <p>21st Century Life Skills and Careers</p> <ul style="list-style-type: none"> • CRP11 Use technology to enhance productivity. • CRP12. Work productively in teams while using cultural global competence
<u>Common Assessments</u>	<ul style="list-style-type: none"> • Pre- Assessment: Students demonstrate prior knowledge of how structure and technique contribute to the overall meaning of a text (analyzing articles, expository prompts) • On-going Formative Assessments: Students demonstrate understanding of how structure and technique contribute to the overall meaning of a text and how the individual elements of a text interrelate. (On demand timed writings, writing across the curriculum, text analyses) • End of Unit Assessment: Students demonstrate knowledge and usage of the 6 traits of writing. (narrative, descriptive, expository, and persuasive essays)

Materials

Common Materials	Supplemental Materials
<p><i>Collections Grade 11 Textbook</i> <i>Collections Grade 12 Textbook</i></p>	<p>Collections Workbook Teacher created materials/quizzes/tests **** See Appendix A for sample texts available and appropriate for grade level Writing With Power Grammar, Mechanics and Usage Workbook Writing With Power Composition Skills Practice Workbook Collections (Literary Text) Teacher created writing prompts/quizzes/tests/rubrics Fiction Cycle of the Werewolf -Stephen King, Othello, Macbeth, Romeo and Juliette, The Tempest, Julius Caesar, or other by Shakespeare, Night Elie Wiesel, House on Mango Street by Sandra Cisneros, Raisin in the Sun by Lorraine Hansberry, Warriors Don't Cry by Melba Pattillo Beals, Lord of the Flies by William Golding, Dracula by Bram Stoker, Frankenstein by Mary Shelley, The Crucible by Arthur Miller, Fences by August Wilson, Biloxi Blues by Neil Simon and other novels and plays</p>

	<p>Non-Fiction Grammar 240 Vocabulary Words Kids Need to Know by- Linda Beech Learning Resources publisher SAT words from various teacher sharing websites Grammar Daily Practice by Performing in Education LLC Teacher created writing prompts and activities Poetry unit with Teacher created materials and internet resources</p>
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New Jersey Student Learning Standards (NJSL)

<u>Subject Area</u>	<u>Technology</u>	<u>21st Century Life and Careers</u>	<u>Interdisciplinary</u>
English/Language Arts	<p><i>8.1: Educational Technology</i> <i>8.2: Technology Education, Engineering, Design and Computational Thinking - Programming</i></p>	<p><i>Career Ready Practices</i> <i>9.1: Personal Financial Literacy</i> <i>9.2: Career Awareness, Exploration, and Preparation</i></p>	
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.11-12.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative</p>	<p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual,</p>	<p>CRP 2. Apply appropriate academic and technical skills.</p> <p>CRP 4. Communicate clearly and effectively and with reason.</p> <p>CRP 5. Consider the environmental, social, and economic impacts of decisions.</p> <p>CRP 11. Use technology to enhance productivity.</p>	<p>RL.11-12.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p> <p>RL.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).</p>

<p>meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.11-12.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p> <p>RL.11-12.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>global society, and the environment.</p>		
<u>Differentiation</u>			
Differentiation for Support and General Curriculum (504, ELL, Special Education, Struggling Learners)		Differentiation for Enrichment/Honors	
<p>Accommodations for Classroom: Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments Model skills / techniques to be mastered Extended time to complete class work Student-directed learning/ independent studies when appropriate</p> <p>Accommodations for Homework and Assignments: Extended time to complete assignments</p>		<p>Use of higher level questioning techniques Provide assessments that require higher level thinking Increased production of writing assignments Varying time requirements to complete assignments Independent studies at teacher/admin discretion Extension activities</p> <p>Further Modifications for Honors Students</p>	

Provide the student with clearly stated (written) expectations and grading criteria for assignments

Accommodations for Assessments:

Extended time on classroom assessments

Further Modifications for General Curriculum students:

Students on the General curriculum will have selected goals removed as per their IEP in order to facilitate mastery of foundational skills and allow more instructional time for re-teaching, review, and remediation. See Goals & Objectives for specific goals and objectives for General Curriculum students.

Students in Honors courses, in addition to regular class assignments, will complete enrichment/extension activities outside of the regular class period. These assignments may be projects, labs, research papers or other activities assigned by the teacher

Activities

Literature: Short stories:
Poetry: Teacher choice
Novel: Teacher choice
Essential Question Activity (A)
Definitions of Literary Terms (A)
Independent and group reading (A)
Textbook questions (A)
Lecture (A)
Library research – biographical information on Authors (A)
Chapter Focus Questions (A)
Bookmarks to mark passages with “sticky notes” for discussion (A)
Jigsaw – discussion questions (M)
Journal writing (M)
Map of Setting - Close reading activity (M)
RAFT writing assignment (M)
Close reading to mark passages for discussion (M)
Student led discussions referencing completed bookmarks and marked passages (M)
Writing Activities – Epitaph and Obituary (M) Mock Trial preparation (graphic organizer, police statement, application of EQs to specific character/conflict) (M)
Irony in “real life” (T)
Mock Trial Presentation (T)
Revise writing based on teacher conferencing and feedback (T)
Effective use of literary devices in original writing (T)
Definitions of Vocabulary Terms (A)
Comprehension questions (A)
Class discussions – Think, Pair, Share (A)
Library research –
Guided reading questions (A)
Film and discussion (A)

Writing Activities – Epilogue (M)
Passage Revision - grammar (M)
Character analyses (M)
Dreams writing assignment (M)
Structural observation of the text (M)
Theme analysis (M)
Literary Device Hunt (T)
Vocabulary Bingo (T)
Close passage readings and analysis (T)
Dreams writing (T)
Unit test (T)
Creative assessment – epilogue, soundtrack, movie poster (T)
Writing assessment - justification analysis (T)
Small writing task - film comparison (T)