Winslow Township School District
English Language Arts
Grade 11

Overview: English Language Arts curriculum is developed to provide comprehensive and differentiated instruction and practice for all learners. Effective English Language Arts routines are based upon research and best practices and integrate a multi-discipline approach to ensure that all students make meaningful connections between literacy and other content areas. The goal of literacy instruction is to promote critical thinking, reading proficiency, writing proficiency, and the communication skills necessary to thrive in a global and technological society.

Unit 1 Coming to America   Unit 2 Building a Democracy   Unit 3 The Individual and Society   Unit 4 Approaching Realism

Overview	Reading	Writing	Speaking and Listening	Language
Unit 1	Primary Focus NJSLS: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.6 WIDA Standards 1, 2, 5	Primary Focus NJSLS: W.11-12.2.A,B,C,D,E,F W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.10 Select at least one from: W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus NJSLS: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6	Primary Focus NJSLS: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Informative writing ● Explanatory writing ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary

Unit 2	Primary Focus NJSLS:
	
	RL.11-12.1 RI.11-12.1
	RL.11-12.2 RI.11-12.2
	RL.11-12.3 RI.11-12.3
	RL.11-12.4 RI.11-12.4
	RL.11-12.6 RI.11-12.5
	          RI.11-12.6
	          RI.11-12.7
	          RI.11-12.8
	          RI.11-12.9
	WIDA Standards 1, 2, 5
		Primary Focus NJSLS:
		
		W.11-12.1.A,B,C,D,E
		W.11-12.4
		W.11-12.5
		W.11-12.6
		W.11-12.10
		
		Select at least one from W.11-12.7, W.11-12.8, W.11-12.9.A,B
			Primary Focus NJSLS:
			
			SL.11-12.1.A,B,C,D
			SL.11-12.2
			SL.11-12.3
			SL.11-12.4
			SL.11-12.5
			SL.11-12.6
				Primary Focus NJSLS:
				
				L. 11-12.1.A
				L.11-12.2.A,B
				L.11-12.3.A
				L.11-12.4.A,B,C,D
				L.11-12.5.A,B
				L.11-12.6

	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Argumentative writing ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary

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Unit 3	Primary Focus NJSLS: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RL.11-12.9 WIDA Standards 1, 2, 4, 5	Primary Focus NJSLS: W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus NJSLS: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus NJSLS: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Narrative writing ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary
Unit 4	Primary Focus NJSLS: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.3 RL.11-12.3 RI.11-12.10 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10 WIDA Standards 1, 2, 5	Primary Focus NJSLS: W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus NJSLS: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus NJSLS: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Informative writing ● Explanatory writing ● Research writing ● Routine Writing (Choose at least one as a focus standard)	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary

Unit 1 Grade 11		
Unit 1 Reading Standards		**Unit 1 Reading Critical Knowledge and Skills**
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story RI.11-12.3: ● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	• Assess figurative meaning • Assess connotative meaning • Determine and evaluate technical meaning (jargon) • Identify tone of text • Explain how word choice creates tone • Explain how the tone supports the overall meaning of the text
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: • Identify and assess the point of view • Determine what the text literally and figuratively states • Determine what the text actually means, considering satire, sarcasm, irony, and understatement • Explain the difference between the literal and the actual meaning as it pertains to the author's purpose
		RI.11-12.6: • Determine the author's overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose. • Focus on both how the text is written and what the text is about • Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text

Unit 1 Writing Standards	Unit 1 Writing Critical Knowledge and Skills
W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. W.11-12.1.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. W.11-12.1.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. W.11-12.1.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. W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.1.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. W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	• Effectively select, organize, and analyze content • Determine how many facts, definitions, details, quotations and other information are needed • Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience • Examine and communicate complex ideas, concepts, or information clearly and accurately • Introduce a topic by arranging ideas, concepts, and information to show interrelationships • Decide what organization is most effective for purpose, audience, and task • Choose a formal style and objective tone • Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies • Incorporate analysis of textual evidence to further content • Provide multimedia when useful • Use transitions and syntax to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style • Understand how structure, style and rhetorical devices convey the purpose of writing
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.	• Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	• Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess feedback from peers

W.11-12.7. (Choice) 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.	- Conduct short and more sustained research projects - Conduct research drawing on multiple sources - Understand steps of an investigation - Develop an inquiry question - Refocus inquiry/generate additional questions when appropriate - Know how to broaden or narrow an inquiry - Synthesize and summarize information from a variety of sources achieving new insights - Evaluate multiple sources and understand their content
W.11-12.8. (Choice) 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 over reliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	- Gather print and digital information - Consider the sources in terms of task, audience, and purpose - Assess the validity of each source as it pertains to the specific task, purpose and audience - Assess whether information from reliable and authoritative sources is relevant - Utilize a variety of sources, not depending on one specific source - Paraphrase correctly - Follow a standard format for citation (MLA, APA, etc.)

W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").
    W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
	- Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. - Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme - Utilize evidence to support analysis, reflection, and research

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision - Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences - Synthesize research gathered over shorter time frames into a long-term research project - Manage a long-term research project that incorporates research, reflection, and revision

Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively. SL11-12.1.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. SL.11-12.1.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. SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11.12.1.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.	• Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self-monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.	• Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	• Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker's reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	• Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to the purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	• Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 1 Language Standards	**Unit 1 Language Critical Knowledge and Skills**
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	• Recognize and use appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   L.11-12.2.A. Observe hyphenation conventions.
   L.11-12.2.B. Spell correctly.
	• Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	• Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of different syntaxes

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
   L.11-12.4.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.
   L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
   L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	• Use context clues to derive word meaning
	• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	• Consult reference materials to derive word meanings and correct pronunciation of words
	• Trace the etymology of words

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.
	• Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox
	• Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)

L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career
Additional Standards	**Resources**
21st Century Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-Class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This English Language Arts (ELA) curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 11 Unit 1: Coming to America

Collections 1 and 6
Essential Questions

- **What does it mean to be an American?**
- **What do different individual Americans bring to the whole country?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
Houghton Mifflin Harcourt *Collections 11* ● Collections Text ELA Practice Test 1 (Supports PARCC assessment) ● Teacher Created Formative Assessments: Such as 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Short Answer Response Questions, Quick Writes, Quick Quizzes, K.W.L.S.	● LinkIt! English 3 Form A (Supports PARCC assessment) ● Teacher Created Summative Assessment ● Collection 1 Printable Test 1 Online Program Assessments ● Task 1 Research Focus Piece*(See Writing Primary Focus)* ● Task 2 Author's Craft Analytical Essay *(See Writing Primary Focus)*

● Short Constructed Response questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. ● Performance task assignments following each piece in the section (Mywritesmart, *Collections* Text pgs 20,33,70,72,76,85,94, and 101)	

District/School Texts	**District/School Supplementary Resources**
Collections Grade 11 and *Close Reader* (consumable) **Required:** *Collection 1* ● *"Of Plymouth Plantation"* Lexile 1440 ● Independent Reading Novel- See choices under differentiated texts **Required:** *Collection 6* ● Arthur Miller *The Crucible* Lexile 1320 **And one or more of the following from** *Collection 1*: ● *"From the General History of Virginia" (Close Reader)* Lexile 1680 ● *"Mother Tongue" (Close Reader)* Lexile 1120 ● *"Indian Boy Love Song #2" (Close Reader)* ● *"Blaxicans and other Reinvented Americans"* Lexile 1040 **Differentiated Levels of Texts:** **Level I** ● Native American Society on the Eve of British Colonization https://read.activelylearn.com/#teacher/reader/authoring/preview/703787/notes ● Ngozi, "Chimamanda-The Danger of a Single Story" https://read.activelylearn.com/#teacher/reader/authoring/preview/744513/notes ● Sherman Alexie *The Absolutely True Diary of a Part-time Indian* Lexile 600	*Collections* **Supplements:** ● *Close Reader* consumable ● Collections Teacher Resources 1 & 6:*(Online Resource requires Login*) 　　-History.com 　　-A&E 　　-Channel One News 　　-HMHFYI.com 　　-Interactive Lessons Level Up Tutorials ● Collections Writing Resources *(Online Resource requires Login*) **Web Resources:** ● *Actively Learn https://read.activelylearn.com* ● *Adolescent Literature http://www.adlit.org/* ● *Audio Books Synchttp://audiobooksync.com/* ● *Common Lit Reading* CommonLit	Free Reading Passages and Literacy Resources ● *Core Standards Appendix A http://www.corestandards.org/assets/Appendix_B.pdf* ● *Core Standards Appendix C http://www.corestandards.org/assets/Appendix_C.pdf* ● *Edmodo www.edmodo.com* ● *Free Rice* Freerice.com ● *Internet4Classrooms* Internet4Classrooms ● *Kahoot www.kahoot.com* ● *Khan Academy https://www.khanacademy.org/humanities*

Level II

- "New research shows how Native American mascots reinforce stereotypes" https://read.activelylearn.com/#teacher/reader/authoring/preview/699951/notes
- Ngozi, "Chimamanda-The Danger of a Single Story"- https://read.activelylearn.com/#teacher/reader/authoring/preview/744513/notes
- Dickinson, Emily: "I'm Nobody! Who are You?" https://read.activelylearn.com/#teacher/reader/authoring/preview/738458/notes
- Myths About Immigration https://read.activelylearn.com/#teacher/reader/authoring/preview/730211/notes
- Sherman Alexie *The Absolutely True Diary of a Part-time Indian* Lexile 600

Level III

- D' Errico, Peter: "Native American Indian Studies -A Note on Names ": http://www.umass.edu/legal/derrico/name.html
- Myths About Immigration https://read.activelylearn.com/#teacher/reader/authoring/preview/730211/notes
- Nathaniel Hawthorne *The Scarlet Letter* Lexile 1280

Optional: *Collection 1*

- *"Coming of age in the Dawnland"* Lexile 1290
- Excerpt: *The Tempest* William Shakespeare
- *"Balboa"* Lexile 920
- *"Why I wrote the Crucible"* Arthur Miller New Yorker Editorial

Independent Reading: (Controlled choices by teacher or student selected with teacher's approval)

- *Lexile Ranges by Grade* Lexile Ranges By Grade
- *Media Center Database Resources* WTHS DATABASES 2017-2018
- *News ELA www.Newsela.com*
- *No More Red Ink https://www.noredink.com/*
- *PBS Learning Media https://www.pbslearningmedia.org/*
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Quizlet www.quizlet.com*
- *Read Write Think www.readwritethink.com*
- *Root Words http://mseffie.com/assignments/roots/roots.html*
- *SAT Prep www.satprep.com*
- *Scholastic https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12*
- *Teen Ink teenink.com*
- *Teen Reads https://www.teenreads.com/*
- *Think CERCA ThinkCERCA | Personalized Close Reading & Argumentative Writing*
- *Tween Tribune www.tweentribune.com*
- *Utah Education Network https://www.uen.org/7-12interactives/lang_arts.shtml*
- *Vocabulary Vocabulary*
- *Vocabulary Test Vocabulary Tests and Games on VocabTest.com - Free Vocabulary*
- *TheWeek theweek.com*
- *YouTube www.youtube.com*

Grade-Specific Novels and Other Selections *(to be implemented at Teacher's discretion)*
Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

WIDA Proficiency Standards
Content Related to WIDA Proficiency Standards

Required Vocabulary:	
Sadlier: *Vocabulary Workshop* Level F *(Weekly/Biweekly)* Collections Critical Vocabulary and Vocabulary Strategies Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) *www.d93schools.org*	

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
Task 1: Research Focus Piece Mini research project addressing the prompt: Utilizing the selections used in the unit answer one of the following questions: ● What is the main reason European settlers came to the Americas? ● What were the most important changes these settlers brought about in the Americas and are these changes still suitable for contemporary America? Select three texts from this collection—including *The Crucible* and *from* Of Plymouth Plantation—that provide evidence to support your claim about your chosen question. Citation is required. **Task 2: Author's Craft Analytical Essay** Both Nathaniel Hawthorne and Arthur Miller chose Puritan America as the setting for their works. ● What are each of their perspectives on Puritan Society and its core beliefs?	● **Required:** Language and Style section found in each selection ● **Required:** *MLA Handbook* (8th Edition) for Style, Formatting, Research Skills -CitationMachine -Style.mla.org -Writing and Research in a Digital Age ● List of Writing and Research Skills ● Media Center Database Resources WTHS DATABASES 2017-2018 ● Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login) -Grammar notes -Interactive Whiteboard Lessons -Level Up Tutorials -WordSharp	● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.) ● Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

● How do their viewpoints differ? ● How did this setting lend itself to each storyline and theme? Compare and contrast the depictions of Puritan Society in *The Scarlet Letter* to *The Crucible*. Relate why this setting was specifically chosen by the respective authors.	-Writing and Research in a Digital Age **Additional Grammar Resources** -Grammarly Handbook -Lynne Truss Eats, Shoots and Leaves (commas) -Patricia T. O'Conner: Woe is I -*Strunk and White: Elements of Style*

Instructional Best Practices and Exemplars

Instructional Best Practices: ● Explicit Instruction ● Modeling ● Guided Practice ● Guided Inquiry ● Collaboration ● Independent Practice ● Reflection ● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces) ● **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection ● **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning. **Bloom Taxonomy Action Verbs** **Learning Levels for Instruction and Assessment** **Special Education Modifications, Supplementary Aids and Services, Assistive Devices**	*Exemplars:* ● Analytical Writing Strategies: TEPAC ● Appendix of Strategies ● Close Reading Strategies ● Compare and Contrast Strategies ● *Purdue Owl https://owl.english.purdue.edu/owl/* ● *Teen Ink www.teenink.com* ● from *Tools and Texts* by Jim Burke ● *Exhibit and Analyze model student work*

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

o Small group instruction	o Extended time as needed
o Audio books	o Break down assignments into smaller units
o Text-to-speech platforms	o Provide shortened assignments
o Leveled texts	o Modify testing format
o Leveled informational texts via Actively Learn, Newsela, and TweenTribune	o Graphic organizers
	o Sentence Starters
o Modeling and guided practice	o Consistent structured routine
o Read directions aloud	o Simple and clear classroom rules
o Repeat, rephrase and clarify directions	o Frequent feedback

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

o Audio books	o Use of computer
o Text-to-speech platforms	o Emphasize/highlight key concepts
o Leveled texts	o Recognize success
o Graphic novels	o Provide timelines for work completion
o Leveled informational texts via Actively Learn, Newsela, and TweenTribune	o Break down multi-step tasks into smaller chunks
	o Provide copy of class notes
o Extended time as needed	o Graphic organizer
o Read directions aloud	o Sentence Starters
o Assist with organization	

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors **WIDA Can Do Descriptors:** ☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
    ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
    ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Social Studies:

6.1.12.CivicsPR.15.a: Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union and determine how the fall influenced the global power structure.

6.2.12.HistoryCC.5.a: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Arts:

1.1.12.C.1: Analyze examples of theatre's influence on history and history's influence on theatre in Western and 7 non-Western theatre traditions. Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.

1.1.12.C.2: Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques

Integration of Computer Science and Design Thinking NJSLS 8

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.
8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Unit 2 Grade 11		
Reading Standards		**Reading Critical Knowledge and Skills**
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- Make personal connections, connections to other texts, and/or global/historical connections when relevant - Analyze the text and identify explicit and implicit textual evidence - Determine the difference between strong and insufficient (unreliable) details - Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) - Draw inferences using implicit and explicit text evidence - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text - Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	- Determine two or more themes or central ideas in a text - Recognize supporting details for themes/central ideas - Analyze themes/central ideas as it develops over the course of the text - Make inferences through the use of details, word choice, and literary elements regarding the thematic development - Use the text to draw conclusions - Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) - Construct an objective summary of the text

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story
		RI.11-12.3: ● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	● Investigate how an author structures the text and develops ideas ● Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text ● Evaluate how the form effectively follows the function of the text
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: ● Identify and assess the point of view ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose
		RI.11-12.6: ● Determine the author's overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text
	RI.11-12.7. Integrate and evaluate multiple sources of information presented in	● Compare and contrast how various accounts of a subject are told in multiple mediums

	different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	• Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message • Use references to the different media to answer a question or to solve a problem
	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	• Evaluate the rationale used in a text • Understand and explain how text connects to the principles determined by the Constitution • Understand and explain how it connects to established laws and practices • Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address)
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.	• Study and evaluate influential U.S. documents • Identify and explain the themes and purposes • Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax

Unit 2 Writing Standards	**Unit 2 Writing Critical Knowledge and Skills**

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
    W.11-12.1.A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
    W.11-12.1.B. Develop claim(s) and counterclaims fairly 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.
    W.11-12.1.C. Use words, phrases, and clauses as well as varied syntax 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.
	• Effectively select, organize, and analyze content
	• Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately
	• Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument
	• Use sources that are appropriate to task, audience, and purpose
	• Understand how much evidence is needed to satisfactorily support a point
	• Develop a topic
	• Learn how to introduce argument(s) clearly and accurately with regard to counterclaims
	• Understand and establish why the claim is important
	• Structure arguments so that there is an association and correlation between the claim(s), counter claim(s), reasons, and evidence
	• Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have

W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.	• Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason • Maintain an appropriate style and tone for the task, omitting personal bias • Consider and anticipate the audience's education, beliefs, and feelings about the subject • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Organize graphics and provide multimedia when useful • Use transitions to link together the major sections of the text • Use varied syntax • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Write a concluding statement that supports the information presented
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	• Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style • Understand how structure, style and rhetorical devices convey the purpose of writing
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.	• Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	• Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software

Standards	Critical Knowledge and Skills
W.11-12.7. (Choice) 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.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content
W.11-12.8. (Choice) 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 over reliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)
W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. 　W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). 　W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme ● Utilize evidence to support analysis, reflection, and research
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
Unit 2 Speaking and Listening Standards	**Unit 2 Speaking and Listening Critical Knowledge and Skills**
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11**	● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion

topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL11-12.1.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. SL.11-12.1.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. SL.11-12.1C. 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. SL.11.12.1D. 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.	● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self-monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 2 Language Standards	**Unit 2 Language Critical Knowledge and Skills**
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.11-12.2.A. Observe hyphenation conventions.
    L.11-12.2.B. Spell correctly.
	● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking. ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work ● Write using a variety of different syntaxes

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
    L.11-12.4.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.
    L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use context clues to derive word meaning
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.
	● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox
	● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)

L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Additional Standards	**Resources**
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This English Language Arts (ELA) curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 11 Unit 2: Building and Maintaining a Democracy
Collection 2
Essential Questions
- **What does it mean to give people a voice in their government?**
- **What makes people free?**
- **What is the framework of our democracy?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
. ● Collections Text ELA Practice Test 1 ● Teacher Created Formative Assessments: Such as 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Short Answer Response Questions, Quick Writes, Quick Quizzes, K.W.L.S.	● LinkIt! English 3 Form B (supports PARCC assessment) ● Houghton Mifflin Harcourt Collections Textbook ELA Practice Test 2 ● Teacher Created Summative Assessment ● Collections Test 2 ● Writing Task 1 Analytical Essay (*see Primary Focus*) ● Writing Task 2 Argumentative Essay (*see Primary Focus*)

● Short Constructed Response questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. ● Performance task assignments following each piece in the section (Mywritesmart, Collections Text pgs 118,126,138,148,158,and 165)	

District/School Texts	District/School Supplementary Resources
Required: *Collection 2* ● *"*The Declaration of Independence,*"* Lexile 1320 ● *"from the United States Constitution"* Lexile 1470 **And two or more of the following:** ● "The Federalist #10" Lexile 1390 **or** ● "Petition to the Massachusetts General Assembly" *(Close Reader)* Lexile 2110 **or** ● The Best of Enemies **or** ● Abigail Adams' "Last Chance of Defiance" *Close Reader* Lexile 1250 **or** ● "To the Right Honorable William, Earl of Dartmouth" **or** ● "On Being Brought from Africa to America" **or** ● "On the Emigration to America and Peopling the Western Country" **or** "Soldier for the Crown" Lexile 1250 **Differentiated Levels of Texts:** **Level I** ● Debate: Better Late than Never? https://www.readworks.org/article/Debate-Better-Late-than-Never/f390f34c-5143-404e-bc69-ae9196f3ddf8#!articleTab:content/ ● Akers, W. M. "A Monument for Peace" https://www.readworks.org/article/A-Monument-for-Peace/ff9c6106-807a-4ab3-a62a-b2d548e224a0#!articleTab:content/	*Collections* **Supplements:** ● *Close Reader* consumable ● Collections Teacher Resources 1 & 6:*(Online Resource requires Login)* 　　-History.com 　　-A&E 　　-Channel One News 　　-HMHFYI.com 　　-Interactive Lessons Level Up Tutorials ● Collections Writing Resources *(Online Resource requires Login)* **Web Resources:** ● *Actively Learn* *https://read.activelylearn.com* ● *Adolescent Literature* *http://www.adlit.org/* ● *Audio Books Synchttp://audiobooksync.com/* ● *Common Lit Reading* CommonLit	Free Reading Passages and Literacy Resources ● *Core Standards Appendix A* *http://www.corestandards.org/assets/Appendix_B.pdf* ● *Core Standards Appendix C* http://www.corestandards.org/assets/Appendix_C.pdf ● *Edmodo* www.edmodo.com ● *Free Rice* Freerice.com ● *Internet4Classrooms* Internet4Classrooms ● *Kahoot* www.kahoot.com ● *Khan Academy* *https://www.khanacademy.org/humanities*

- "Invisible Thieves"
  https://www.readworks.org/article/Invisible-Thieves/fd2a8700-0c25-4072-8d50-fcd68e0ab781#!articleTab:content/

Level II
- Bunny, Fanny" from The Journals and Letters of Fanny Burney: An Encounter with King George III"
  https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr11/additional_texts/pdf/g11_02_fannyburney.pdf
- Clinton, Bill: "Improving the United States"
  https://www.readworks.org/article/Improving-the-United-States/533eeb69-84c5-4d6e-8252-b2ae7440ba3c#!articleTab:content/contentSection:f6c24f96-15e2-423e-899b-9d64aef7673b/

Level III
- Obama, Barack " A More Perfect Union" [Abridged] :https://www.readworks.org/article/A-More-Perfect-Union-Abridged/d5960bea-21cf-4729-a96e-7c0e3cd9fd64#!articleTab:content/
- Nixon, Richard "Working Together for a Better Future"
  https://www.readworks.org/article/Working-Together-for-a-Better-Future/b13e2e3b-81db-4e7a-ac45-08b7105ac43d#!articleTab:content/

Independent Reading (Controlled choices by teacher or student selected with teacher's approval)

Required Vocabulary:
Sadlier: *Vocabulary Workshop* Level F *(Weekly/Biweekly)*

Collections Critical Vocabulary and Vocabulary Strategies

Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.)
www.d93schools.org

- *Lexile Ranges by Grade* Lexile Ranges By Grade
- *Media Center Database Resources* WTHS DATABASES 2017-2018
- *News ELA www.Newsela.com*
- *No More Red Ink https://www.noredink.com/*
- *PBS Learning Media https://www.pbslearningmedia.org/*
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Quizlet www.quizlet.com*
- *Read Write Think www.readwritethink.com*
- *Root Words http://mseffie.com/assignments/roots/roots.html*
- *SAT Prep www.satprep.com*
- *Scholastic https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12*
- *Teen Ink teenink.com*
- *Teen Reads https://www.teenreads.com/*
- *Think CERCA ThinkCERCA | Personalized Close Reading & Argumentative Writing*
- *Tween Tribune www.tweentribune.com*
- *Utah Education Network https://www.uen.org/7-12interactives/lang_arts.shtml*
- *Vocabulary Vocabulary*
- *Vocabulary Test Vocabulary Tests and Games on VocabTest.com - Free Vocabular*y
- *TheWeek theweek.com*
- *YouTube www.youtube.com*

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

Grade-Specific Novels and Other Selections

District/School Writing Tasks		

Primary Focus
This is connected to the types of writing as indicated in the standards: Informational or Literary.
 	
● **Task 1 Research Focus Piece:** Choose three texts in this collection, including the anchor texts—the Declaration of Independence and the U.S. Constitution—and identify how each author, character, or founder finds a balance between preserving individual rights and forming a strong, long-lasting union. Write an informative essay in which you cite evidence from all three texts.
 	
● **Task 2 Argumentative Essay:** The foundational documents in this collection unit detail the undertaking of preserving individual rights and forming a strong central authority. Develop a position on how successful they were in protecting the rights of all individuals. Did they succeed from a modern perspective? If not, where did they fall short?
	Secondary Focus
	This may be to develop a skill or connect to writing from resources or research writing.
	
	● **Required:** Language and Style section found within and following each selection
	
	● **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism.
	    -CitationMachine
	    -Style.mla.org
	    -Writing and Research in a Digital Age
	● List of Writing and Research Skills
	● Media Center Database Resources WTHS DATABASES 2017-2018
	
	● Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login)
	    -Interactive Lessons
	    -Interactive Whiteboard Lessons
	    -Language Workshop
	    -Level Up Tutorials
	    -WordSharp
	    -Writing and Research in a Digital Age
	
	Additional Grammar Resources
		Routine Writing
		This is daily writing or writing that is done several times over a week
		
		● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)
		● Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

	-[Lynne Truss Eats, Shoots and Leaves](#) (commas) -[Patricia T. O'Conner: Woe is I](#) -*[Strunk and White: Elements of Style](#)*	

Instructional Best Practices and Exemplars

Instructional Best Practices:
- Explicit Instruction
- Modeling
- Guided Practice
- Guided Inquiry
- Collaboration
- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)

- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection

- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

[Bloom Taxonomy Action Verbs](#)

[Learning Levels for Instruction and Assessment](#)

[Special Education Modifications, Supplementary Aids and Services, Assistive Devices](#)

- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting [Interactive Whiteboard Lessons](#)
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* [Teenink.com](#).
- Challenge students to make video news reports that present summaries of their topics and discussions. Encourage students to post/share their report to the class or school website.

Exemplars:
- [Analytical Writing Strategies: TEPAC](#)
- [Appendix of Strategies](#)
- [Close Reading Strategies](#)
- [Compare and Contrast Strategies](#)
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Teen Ink www.teenink.com*
- [from *Tools and Texts* by Jim Burke](#)

	● *Exhibit and Analyze model student work*
Further Standards Integration: ● Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes ● Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability ● Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose, Evaluating Arguments, Interactive Whiteboard Lessons	

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills
The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language. Additional opportunities to address 9.1, 9.2 & 9.4: **Philadelphia Mint** https://www.usmint.gov/learn/kids/resources/educational-standards **Different ways to teach Financial Literacy.** https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization

- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

Winslow Township School District
English Language Arts
Grade 11

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☑ Listening ☑ Speaking ☑ Reading ☑ Writing ☑ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
  ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
  ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections	

Social Studies:

6.1.5.HistoryUP.3: Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.

6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.

6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Unit 3 Grade 11		
Unit 3 Reading Standards		**Unit 3 Reading Critical Knowledge and Skills**
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Analyze the text and identify explicit and implicit textual evidence ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story
		RI.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how order in which each is presented in the text impact the overall text ● Analyze those choices as they pertain to the overall story
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5. Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.	RL.11-12.5: ● Identify the structure of the text (ex. en medias res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it ● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact
		RI.11-12.5: ● Investigate how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text ● Evaluate how the form effectively follows the function of the text
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: ● Identify the point of view ● Determine what the text literally states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose

		RI.11-12.6: ● Determine the author's overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text
RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		● Read and/or view different versions of the same text, recordings, film, and/or live performances ● Compare and contrast the multiple versions ● Explain the differences between the multiple versions ● Focus on significant changes to structure, order, plot, and/or character ● Analyze how changes to structure, order, plot or character impact meaning of different versions of same text
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics

Unit 3 Writing Standards	Unit 3 Writing Critical Knowledge and Skills
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. W.11-12.3.A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. W.11-12.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	● Convey experiences, real or imagined ● Use time as the deep structure of the narrative ● Form or structure based on a progression of events that build upon each other ● Use effective details using precise language ● Create clear point(s) of view established through a narrator, provide characters, and present a situation ● Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures ● Provide a conclusion to the events they set out at the beginning of their narrative ● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose

	● Determine and address the audience (intended reader) appropriately
	● Understand and utilize appropriate style
	● Understand how structure, style and rhetorical devices convey the purpose of writing
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess feedback from peers
W.11-12.7. (Choice) 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.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content
W.11-12.8. (Choice) 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 specific 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.	● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)

W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
 	
    W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").
    W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
	• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
	• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme
	• Utilize evidence to support analysis, reflection, and research

W.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	• Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively.
 	
    SL11-12.1.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.
    SL.11-12.1.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.
    SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    SL.11.12.1.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.
	• Effectively participate in one-on-one, group, and teacher-led discussions
	• Prepare for discussions
	• Read and research materials beforehand
	• Articulate ideas clearly and persuasively in a discussion
	• Refer to evidence from texts and other research
	• Draw from and build on the ideas of others in a discussion
	• Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
	• Set guidelines for class discussions
	• Establish goals and roles for group members and adhere to assigned roles
	• Participate in polite and democratic discussions and decision-making activities.
	• Self-monitor the work and assign specific tasks as needed
	• Respect and promote diverse perspectives in a discussion or collaborative activity
	• Encourage others to participate in a discussion or collaborative activity
	• discuss and question the argument and evidence
	• Make certain that a variety of possible arguments have been heard
	• Respond thoughtfully
	• Summarize where others agree and disagree with ideas and perspectives
	• Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 　L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　L.11-12.2.A. Observe hyphenation conventions. 　L.11-12.2.B. Spell correctly.	● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 　L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking

	• Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of different syntaxes

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
    L.11-12.4.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.
    L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	• Use context clues to derive word meaning
	• Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	• Consult reference materials to derive word meanings and correct pronunciation of words
	• Trace the etymology of words

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.
	• Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox
	• Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)

L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Additional Standards	**Resources**
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 11 Unit 3: Individual and Society
Collection 3
Essential Questions

- **What does it mean to be an individual?**
- **How does one become an individual?**
- **What is an individual's duty to society?**
- **How does Nature help to form a person's individualism?**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	District/School Summative Assessment Plan
- Collections Text ELA Practice Test 1 - Teacher Created Formative Assessments: Such as 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Short Answer Response Questions, Quick Writes, Quick Quizzes, K.W.L.S. - Short Constructed Response questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world. - Performance task assignments following each piece in the section (Mywritesmart, Collections Text pg s185,196 205,218,231,247, and 263)	- LinkIt! English 3 Form C (supports PARCC assessment) - Collections Test 3 - Teacher Created Summative Assessment - Task 1: Narrative Essay (*see Primary Focus)* - Task 2: Argumentative Essay (*see Primary Focus)*
District/School Texts	**District/School Supplementary Resources**

Required : *Collection 3*
- *"From Song of Myself"* __and__
- "Against Nature" Lexile 1000
 	
___And one or more of the following:___
- "I Hear America Singing"*(Close Reader) or*
- A Noiseless Patient Spider"*(Close Reader) or*
- "Self-Reliance" *(Close Reader) Lexile 990* __or__
	Collections **Supplements:**
	- *Close Reader* consumable
	- Collections Teacher Resources 1 & 6:*(Online Resource requires Login)*
	   -History.com
	   -A&E
	   -Channel One News

- "Nature"*(Close Reader)* Lexile 990 *<u>or</u>*
- "Spoiling Walden: Or, How I learned to Worrying and Love Cape Wind"*(Close Reader) Lexile 1050*

Differentiated Levels of Texts:
Level I
- Truth, Sojourner: "Aint I a Woman" https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp or video version: https://www.youtube.com/watch?v=eUdxsQ0Qsrc
- Merrick, Robert "To the Virgins, to Make Much of Time" https://my.hrw.com/content/hmof/language_arts/hmhcollectio ns/resources/gr11/additional_texts/pdf/g11_06_virginsmakem uchtime.pdf

Level II:
- Truth, Sojourner: "Aint I a Woman"- https://sourcebooks.fordham.edu/mod/sojtruth-woman.asp or video version: https://www.youtube.com/watch?v=eUdxsQ0Qsrc
- Hughes, Langston: "One Friday Morning" https://www.whatsoproudlywehail.org/curriculum/the-american-calendar/one-friday-morning
- Stahl, Andrew "Group Behavior" https://www.readworks.org/article/Group-Behavior/cf7a4335-ff31-4170-85e4-4fd4eab11caf#!articleTab:co
- Franklin, Benjamin *from The Autobiography of Benjamin Franklin*
- https://my.hrw.com/content/hmof/language_arts/hmhcollectio ns/resources/gr11/additional_texts/pdf/g11_02_benfranklin.pdf
- Bacon, Francis. " *from Essays, Of Marriage and Single Life"* https://my.hrw.com/content/hmof/language_arts/hmhcollectio ns/resources/gr11/additional_texts/pdf/g11_03_marriagesingl e.pdf https://www.readworks.org/article/Group-Behavior/cf7a4335-ff31-4170-85e4-4fd4eab11caf#!articleTab:content/

-HMHFYI.com
-Interactive Lessons Level Up Tutorials
- Collections Writing Resources *(Online Resource requires Login)*

Web Resources:
- *Actively Learn https://read.activelylearn.com*
- *Adolescent Literature http://www.adlit.org/*
- *Audio Books Synchttp://audiobooksync.com/*
- *Common Lit Reading* CommonLit | Free Reading Passages and Literacy Resources
- *Core Standards Appendix A http://www.corestandards.org/assets/Appendix_B.pdf*
- *Core Standards Appendix C http://www.corestandards.org/assets/Appendix_C.pdf*
- *Edmodo www.edmodo.com*
- *Free Rice* Freerice.com
- *Internet4Classrooms* Internet4Classrooms
- *Kahoot www.kahoot.com*
- *Khan Academy https://www.khanacademy.org/humanities*
- *Lexile Ranges by Grade* Lexile Ranges By Grade
- *Media Center Database Resources* WTHS DATABASES 2017-2018
- *News ELA www.Newsela.com*
- *No More Red Ink https://www.noredink.com/*
- *PBS Learning Media https://www.pbslearningmedia.org/*
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Quizlet www.quizlet.com*
- *Read Write Think www.readwritethink.com*
- *Root Words http://mseffie.com/assignments/roots/roots.html*
- *SAT Prep www.satprep.com*
- *Scholastic https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12*
- *Teen Ink teenink.com*
- *Teen Reads https://www.teenreads.com/*
- *Think CERCA* ThinkCERCA | Personalized Close Reading & Argumentative Writing
- *Tween Tribune www.tweentribune.com*

Level III:
Optional:
- "Growing Up Asian in America" Lexile 900 _**or**_
- "Poems "_**or**_
- "From Walden" Lexile 1250 _**or**_
- "The Minister's Black Veil" Lexile 1260 _**or**_
- "The Pit and Pendulum" Lexile 1020

Independent Reading (Controlled choices by teacher or student selected with teacher's approval)

Required Vocabulary:
Sadlier: _Vocabulary Workshop_ Level F _(Weekly/Biweekly)_

Collections Critical Vocabulary and Vocabulary Strategies

Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.)
www.d93schools.org

- _Utah Education Network https://www.uen.org/7-12interactives/lang_arts.shtml_
- _Vocabulary_ Vocabulary
- _Vocabulary Test_ Vocabulary Tests and Games on VocabTest.com - Free Vocabulary
- _TheWeek theweek.com_
- _YouTube www.youtube.com_

Grade-Specific Novels and Other Selections _(to be implemented at Teacher's discretion):_

- Nathaniel Hawthorne _'Rappachinni's Daughter"_
- Edgar Allan Poe _"Hop Frog," or other short stories_
- _William Cullen Bryant "Thanatopsis"_
- _Henry David Thoreau "Civil Disobedience,"_
- _Frederick Douglass "What to the Slave is the Fourth of July"_
- _Ralph Waldo Emerson "Nature" and "Self Reliance"_

Diversity, Equity & Inclusion Educational Resources
https://www.nj.gov/education/standards/dei/

District/School Writing Tasks

Primary Focus	**Secondary Focus**	**Routine Writing**
This is connected to the types of writing as indicated in the standards: Informational or Literary.	_This may be to develop a skill or connect to writing from resources or research writing.AZ_	_This is daily writing or writing that is done several times over a week._
Task 1: Write a Narrative: The texts in this collection focus on the individual and how individuals fit into the larger schemes of nature and society. Consider the following quotation: "Trust thyself: every heart vibrates to that iron string." (Ralph Waldo Emerson, from "Self-Reliance")	• **Required:** Language and Style section found within and following each selection • **Required:** Students should demonstrate use of MLA Style and Formatting (8th Edition) Resources include: -Style.mla.org -Citation Machine	• Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.) • Write brief responses to questions (including self-generated questions) to solve problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to

-What does this quote really mean and how does it connect to the texts in this collection?
-Should we all listen to our own internal sense of what is right or wrong, or what is true or untrue?
-Look back at the anchor text "Song of Myself" and at the other texts in the collection.
-Synthesize your ideas about the role of an individual in society by writing a personal, nonfiction, or fictional narrative.

Task 2 Argumentative Essay:
This collection focuses on individualism, imagination, society, and nature. The anchor text "Against Nature" presents a critique of the way many writers have interpreted the natural world, including Henry David Thoreau in "Walden."
  -Do you agree or disagree with Joyce Carol Oates's critical assessment of nature writing?
  - Synthesize your ideas by writing a brief argument and then debating the issue with your classmates.

- Media Center Database Resources WTHS DATABASES 2017-2018
- List of Writing and Research Skills
- Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login)
  -Grammar notes
  -Interactive Lessons
  - Interactive Whiteboard Lessons
  -Language Workshop
  - Level Up Tutorials
  -WordSharp
  -Writing and Research in a Digital Age

Additional Grammar Resources
  -Grammarly Handbook
  -Lynne Truss Eats, Shoots and Leaves (commas)
  -Patricia T. O'Conner: Woe is I
  -*Strunk and White: Elements of Style*

demonstrate the understanding of a subject under investigation.

Instructional Best Practices and Exemplars

Instructional Best Practices:
- Explicit Instruction
- Modeling
- Guided Practice
- Guided Inquiry
- Collaboration
- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)

Exemplars:
- Analytical Writing Strategies: TEPAC
- Appendix of Strategies
- Close Reading Strategies
- Compare and Contrast Strategies
- *Purdue Owl* *https://owl.english.purdue.edu/owl/*
- *Teen Ink* *www.teenink.com*
- from *Tools and Texts* by Jim Burke
- *Exhibit and Analyze model student work*

- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection

- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.

Bloom Taxonomy Action Verbs

Learning Levels for Instruction and Assessment

Special Education Modifications, Supplementary Aids and Services, Assistive Devices

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons
- Model and practice annotation
- Utilize rubrics in *Collections* and on PARCC
- Connect Interdisciplinary Content (magazines, articles, newspapers, current events)
- Utilize technology to produce, publish, and update individual or shared writing products
- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions.
- Encourage students to post/share their report to the class or school website.

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:
Philadelphia Mint
https://www.usmint.gov/learn/kids/resources/educational-standards
Different ways to teach Financial Literacy.
　　　　https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Winslow Township School District
English Language Arts
Grade 11

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards.
Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
  ○ *Making Content Comprehensible for English Language Learners: The SIOP Model*
  ○ *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Social Studies:
6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
Science:
LS2.A: Interdependent Relationships in Ecosystems ♣ Ecosystems have carrying capacities, which are limits to the numbers of organisms and populations they can support. These limits result from such factors as the availability of living and nonliving resources and from such challenges such as predation, competition, and disease. Organisms would have the capacity to produce populations of great size were it not for the fact that environments and resources are finite. This fundamental tension affects the abundance (number of individuals) of species in any given ecosystem. (HS-LS2-1),(HSLS2-2)

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming.   **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

Unit 4 Grade 11		
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- Make personal connections, connections to other texts, and/or global/historical connections when relevant - Analyze the text and identify explicit and implicit textual evidence - Determine the difference between strong and insufficient (unreliable) details - Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) - Draw inferences using implicit and explicit text evidence - Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text - Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.		- Determine two or more themes or central ideas in a text - Recognize supporting details for themes/central ideas - Analyze themes/central ideas as it develops over the course of the text - Make inferences through the use of details, word choice, and literary elements regarding the thematic development - Use the text to draw conclusions - Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) - Construct an objective summary of the text

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story
		RI.11-12.3: ● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)		● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		● Identify the structure of the text (ex. en media res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it ● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		● Identify and evaluate the point of view ● Determine what the text literally and figuratively states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		RL.11-12.9: ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Recognize foundational and canonical American texts ● Identify and explain how different texts from the same era/genre approach the same theme/topics

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	- Closely read various forms of literature independently and literary nonfiction and fluently - Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text - Make connections among ideas and between texts - Consider a wider range of textual evidence - Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts - Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text
Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    W.11-12.2.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    W.11-12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    W.11-12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
    W.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
    W.11-12.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		- Effectively select, organize, and analyze content - Determine how many facts, definitions, details, quotations and other information are needed - Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience - Use relevant and sufficient facts, definitions, details, and quotes - Examine and communicate complex ideas, concepts, or information clearly and accurately - Develop a topic - Introduce a topic by arranging ideas, concepts, and information to show interrelationships - Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing - Choose a formal style and objective tone - Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies - Incorporate analysis of textual evidence to further content - Format effectively - Organize graphics - Provide multimedia when useful - Use transitions and syntax to link together the major sections of the text - Write a concluding paragraph or section that supports the information presented

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		- Determine writing task type and its appropriate organizational structure - Identify and understand the writing purpose - Determine and address the audience (intended reader) appropriately - Understand and utilize appropriate style
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or 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.		- Create and use appropriate planning templates - Understand and utilize revision techniques - Understand writing as a process - Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience - Determine what details and/or information is most appropriate for a specific purpose

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess and evaluate feedback from peers
W.11-12.7. (Choice) 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.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content
W.11-12.8. (Choice) 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).	● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)

W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").
    W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
	● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme
	● Utilize evidence to support analysis, reflection, and research

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision

Winslow Township School District
English Language Arts
Grade 11

Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively. SL11-12.1.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. SL.11-12.1.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. SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11.12.1.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.	● Effectively participate in one-on-one, group, and teacher-led discussions ● Prepare for discussions ● Read and research materials beforehand ● Articulate ideas clearly and persuasively in a discussion ● Refer to evidence from texts and other research ● Draw from and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Set guidelines for class discussions ● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self-monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Use evidence from sources/text to prove fallibility in speaker's reasoning
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone

SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.11-12.2.A. Observe hyphenation conventions.
    L.11-12.2.B. Spell correctly**.**
	● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work ● Write using a variety of different syntaxes

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
    L.11-12.4.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.
    L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
    L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	● Use context clues to derive word meaning
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 　L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. 　L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	● Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox ● Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	● Acquire general academic words from content-specific written texts ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

Additional Standards	**Resources**
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.	Career Ready Practices U.S. Department of labor Occupational Outlook Handbook Occupational Information Network O*NET New Jersey Student Learning Standards Standard 9 21st Century Life and Careers
World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.	WIDA Proficiency Standards Content Related to WIDA Proficiency Standards

This ELA curriculum is designed to meet the needs of all learners: Level I (Special Education, Special Education Modified/General); Level II (College Preparatory); and Level III (Honors). Differentiation, modifications, accommodations, and enrichment suggestions are provided within this curricular framework.

Grade 11 Unit 4: Approaching Realism
Collection 5
Essential Questions

- **Does literature reflect "the real world?"**
- **Can people see "reality' from different perspectives?**
- **Does where people live shape the way the perceive "reality?"**
- **Essential Questions for the CCSS Anchor Standards**

District/School Formative Assessment Plan	**District/School Summative Assessment Plan**
● Teacher Created Formative Assessments: Such as 3 2 1 formative assessment, Exit/Admit Tickets/ One Minute Responses, Short Answer Response Questions, Quick Writes, Quick Quizzes, K.W.L.S.	*MLA8.0 Style Research Paper comparing and contrasting Two required text and one optional text in regards the themes or see Primary Focus* Writing Task 1 Analytical Essay (*see Primary Focus*)

● Performance task assignments following each piece in the section (Mywritesmart, Collections Text pgs 348,357,370,372,380,394, and 399)	Writing Task 2 Argumentative Essay (*see Primary Focus*) *and/or* *Collections 5 Test* (*Supports PARCC*)

District/School Texts	**District/School Supplementary Resources**
<u>*Required: Collections 5*</u>

● *"To Build a Fire" Lexile 970*
● *"The Men in the Storm" Lexile 1200*

<u>***And one or more of the following:***</u>

● *"The Yuckiest Food in the Amazon" Lexile 900 **or***
● *"A Journey" Lexile 870 **or***
● *"Ode to a Tuna in the Market"*

<u>*Required: Collections 6*</u>

● **"***Winter Dreams" Lexile 1100*
● *"Ambush" Lexile 950 **or***
● *"How it feels to be Colored Me" Lexile 950 **or***
● *"The Weary Blues*

Required: Career Research Project - Task 3
Century 21st Life and Career Standards describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.
Career Ready Practices
U.S. Department of labor Occupational Outlook Handbook
Occupational Information Network O*NET
New Jersey Student Learning Standards Standard 9 21st Century Life and Careers

World-class Instructional Design and Assessment (WIDA) Standards Framework and its Theoretical Foundations. WIDA draws on multiple theories and approaches in an effort to describe language use in academic contexts; this is the language that language learners must acquire and negotiate to participate successfully in school.

WIDA Proficiency Standards
Content Related to WIDA Proficiency Standards
Task 3: Career Research Project | *Collections* **Supplements:**

● *Close Reader* consumable
● Collections Teacher Resources 1 & 6:(*Online Resource requires Login*)
    -History.com
    -A&E
    -Channel One News
    -HMHFYI.com
    -Interactive Lessons Level Up Tutorials
● Collections Writing Resources (*Online Resource requires Login*)

Web Resources:

● *Actively Learn https://read.activelylearn.com*
● *Adolescent Literature http://www.adlit.org/*
● *Audio Books Synchttp://audiobooksync.com/*
● *Common Lit Reading CommonLit | Free Reading Passages and Literacy Resources*
● *Core Standards Appendix A http://www.corestandards.org/assets/Appendix_B.pdf*
● *Core Standards Appendix C http://www.corestandards.org/assets/Appendix_C.pdf*
● *Edmodo www.edmodo.com*
● *Free Rice Freerice.com*
● *Internet4Classrooms Internet4Classrooms*
● *Kahoot www.kahoot.com*
● *Khan Academy https://www.khanacademy.org/humanities*
● *Lexile Ranges by Grade Lexile Ranges By Grade*
● *Media Center Database Resources WTHS DATABASES 2017-2018*
● *News ELA www.Newsela.com*
● *No More Red Ink https://www.noredink.com/*
● *PBS Learning Media https://www.pbslearningmedia.org/*
● *Purdue Owl https://owl.english.purdue.edu/owl/*
● *Quizlet www.quizlet.com* |

Differentiated Levels of Texts: **Level I** ● "Confessions of a New Girl" https://www.readworks.org/article/Confessions-of-a-New-Girl/905917f6-06b3-4c53-a144-e41369e9a9f9#!articleTab:content/ ● Weir, Kristen, "Attack of the Nerves" https://www.readworks.org/article/Mental-and-Emotional-Health/9e6e995b-4477-44a1-abec-0c4ecf882f7d#!articleTab:content/contentSection:1bcbe8d3-648b-42ec-8feb-a849ce757942/ ● Steinbeck, John *The Pearl* **Level II** ● "Nature Under Threat" ● https://www.readworks.org/article/Nature-Under-Threat/09e70562-819c-4130-8608-d2695250779f#!contentSection:d3d173d3-8c85-42d2-a871-128049cb8137/articleTab:content/ ● "Practice Makes Perfect" https://www.readworks.org/article/Practice-Makes-Perfect/dc50ac79-9d82-4045-8cad-4f58ad23ee91#!articleTab:content/ **Level III** ● Perengrine, Peter: " Seeking truth among 'alternative facts" https://theconversation.com/seeking-truth-among-alternative-facts-72733 ● "Women Who Challenged Gender Stereotypes" https://www.readworks.org/article/Women-Who-Challenged-Gender-Stereotypes/67b98448-f6d8-456e-a2ce-74859979921e#!articleTab:content/contentSection:d370cfae-8b3b-46a5-a27c-efc431c05242/	● *Read Write Think* www.readwritethink.com ● *Root Words* http://mseffie.com/assignments/roots/roots.html ● *SAT Prep* www.satprep.com ● *Scholastic* https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12 ● *Teen Ink* teenink.com ● *Teen Reads* https://www.teenreads.com/ ● *Think CERCA* ThinkCERCA	Personalized Close Reading & Argumentative Writing ● *Tween Tribune* www.tweentribune.com ● *Utah Education Network* https://www.uen.org/7-12interactives/lang_arts.shtml ● *Vocabulary* Vocabulary ● *Vocabulary Test* Vocabulary Tests and Games on VocabTest.com - Free Vocabulary ● *TheWeek* theweek.com ● *YouTube* www.youtube.com ● Holocaust Resources: Anti-defamation League lesson Plans, Betrayal of Humanity, Story Corp, Facing History and Nicholas Winton **Grade-Specific Novels and Other Selections** *(to be implemented at Teacher's discretion):* ● **Stephen Crane The Red Badge of Courage** Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/

Optional Texts: **Collections 5**
- *"The Jungle"* **or**
- *"Food Product Design"* **or**
- *"The Lowest Animal"* **or**
- *"Genesis of the Tenements"* **or**
- *"Tenement Photos"* **or**
- *"Child Mortality Rates"* **or**
- *"America the Story of Us"* **or**
- *"The Story of an Hour"*

Optional Texts: **Collections 6**
- *"Poems of the Harlem Renaissance"* **or**
- *"Mending Wall"* **or**
- *"The Death of the Hired Man"*

Independent Reading (Controlled choices by teacher or student selected with teacher's approval)

Required Vocabulary:
Sadlier: *Vocabulary Workshop* Level F *(Weekly/Biweekly)*

Collections Critical Vocabulary and Vocabulary Strategies

Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.)
www.d93schools.org

District/School Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
Task 1 Write an Analytical Essay	● **Required:** Language and Style section found within and following each selection	● Journal writing (in particular students can write reactions to selected pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)
This collection opens with the quotation "Reality is that which, when you stop believing in it, doesn't go away." Review the anchor text, "To Build a Fire," and the other collection texts. What particular themes or central ideas does each writer want readers to	● **Required:** Students should demonstrate use of *MLA Handbook* (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism.	● Write brief responses to questions (including self-generated questions) to solve

recognize about reality, and why?
What stylistic choices does each author make to reveal a specific version of reality?
Synthesize your ideas by writing an analytical essay.
An effective analytical essay
- includes a clear thesis statement, or controlling idea
- organizes central ideas in a logically structured body that clearly develops the thesis statement
- uses transitions to create a cohesion between sections of the text and to clarify relationships among ideas
- includes relevant textual evidence to illustrate central ideas
- has a concluding section that follows logically from the body

Writing Task 2
Choose 2 or more selections from the Collection 5 selections and compare and contrast those selections depictions of reality with your own perception of current day reality.

-CitationMachine
-Style.mla.org
-Writing and Research in a Digital Age

- List of Writing and Research Skills
- Media Center Database Resources
  WTHS DATABASES 2017-2018
- Additional resources and topics found in *Collections Teacher Resources* Myhrw.com (requires login)
  -Grammar notes
  -Interactive Lessons
  -Interactive Whiteboard Lessons
  -Language Workshop
  - Level Up Tutorials
  -WordSharp
  -Writing and Research in a Digital Age

Additional Grammar Resources
-Grammarly Handbook
-Lynne Truss Eats, Shoots and Leaves (commas)
-Patricia T. O'Conner: Woe is I
-*Strunk and White: Elements of Style*

problems, to narrow or broaden inquiries, to synthesize multiple sources on a subject, and/or to demonstrate the understanding of a subject under investigation.

Instructional Best Practices and Exemplars	
Instructional Best Practices: • Explicit Instruction • Modeling • Guided Practice • Guided Inquiry • Collaboration	• Model and practice annotation • Utilize rubrics in *Collections* and on PARCC • Connect Interdisciplinary Content (magazines, articles, newspapers, current events) • Utilize technology to produce, publish, and update individual or shared writing products

- Independent Practice
- Reflection
- Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)
- **Differentiated Instruction:** Utilize ELL (previously English as a Second Language) support known as English Language Support, at-risk support, and advanced support strategies and activities suggested in the *Collections* planning section for each selection
- **Consult Text Complexity Rubric:** Found in planning section of each selection, useful for instructional modifications and accommodations to meet the demands of text qualitative measures for acquiring meaning.
- **Bloom Taxonomy Action Verbs**
- **Learning Levels for Instruction and Assessment**
- **Special Education Modifications, Supplementary Aids and Services, Assistive Devices**

Further Standards Integration:
- Review and reinforce skills by utilizing **Level Up Tutorials:** Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes
- Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability
- Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author's Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting Interactive Whiteboard Lessons

- Encourage participation in reading and writing contests as well as submissions to online publications such as *Teen Ink* Teenink.com.
- Challenge students to make video news reports that present summaries of their topics and discussions. Encourage students to post/share their report to the class or school website.

Exemplars:
- Analytical Writing Strategies: TEPAC
- Appendix of Strategies
- Close Reading Strategies
- Compare and Contrast Strategies
- *Purdue Owl https://owl.english.purdue.edu/owl/*
- *Teen Ink www.teenink.com*
- from *Tools and Texts* by Jim Burke
- *Exhibit and Analyze model student work*

9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, Preparation and Training & 9.4 Life Literacies and Key Skills

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

https://www.usmint.gov/learn/kids/resources/educational-standards

Different ways to teach Financial Literacy.

https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/

Modifications for Special Education/504 Students

Students with special needs: All lessons are differentiated to accommodate the individual needs of a diverse student population. Modifications and accommodations will be implemented as documented in students' IEP and 504 Plans. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. Modifications/accommodations may include:

- Small group instruction
- Audio books
- Text-to-speech platforms
- Leveled texts
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Modeling and guided practice
- Read directions aloud
- Repeat, rephrase and clarify directions

- Extended time as needed
- Break down assignments into smaller units
- Provide shortened assignments
- Modify testing format
- Graphic organizers
- Sentence Starters
- Consistent structured routine
- Simple and clear classroom rules
- Frequent feedback

Modifications for At Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review, and differentiation strategies. Universal Design for Learning (UDL) principles and practices will be considered when determining strategies to improve and optimize teaching and learning for all students. With the recognition that time may be a factor in overcoming developmental considerations, more time may with a certified instructor be made available to aid students in reaching the standards. Modifications/accommodations may include:

- Audio books
- Text-to-speech platforms
- Leveled texts
- Graphic novels
- Leveled informational texts via Actively Learn, Newsela, and TweenTribune
- Extended time as needed
- Read directions aloud
- Assist with organization

- Use of computer
- Emphasize/highlight key concepts
- Recognize success
- Provide timelines for work completion
- Break down multi-step tasks into smaller chunks
- Provide copy of class notes
- Graphic organizer
- Sentence Starters

ELL Students	Enrichment/Gifted

All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors
 	
WIDA Can Do Descriptors:
☐ Listening ☐ Speaking ☐ Reading ☐ Writing ☐ Oral Language
Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:
• Use of bilingual dictionaries
• Personal dictionary
• Word Wall
• Manipulatives
• Pictures, photographs
• Modeling and guided practice
• Sentence Starters
• Response frames
• Adapted text/ Leveled Readers
• Repeated reading
• Graphic Organizers
• Provide background knowledge experience
• Increase vocabulary (cognates) exposure
• Additional SIOP Strategies as described in the following books:
  o *Making Content Comprehensible for English Language Learners: The SIOP Model*
  o *99 Activities for Teaching English Language Arts to English Language Learners*
	Students excelling in mastery of standards will be challenged with complex, high level tasks. Enrichment activities designed to challenge the more advanced students include independent study and project-based learning through active exploration of real-world challenges and problems. Students will be provided with modifications that:
	• Require higher order thinking, communication, and leadership skills
	• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles
	• Provide higher level texts
	• Expand use of open-ended, abstract questions
	• Require critical and creative thinking activities with emphasis on research and in-depth study
	• Provide Enrichment Activities/Project-Based Learning/ Independent Study
	
	Additional strategies may be located at the following links:
	• Gifted Programming Standards
	• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy
	• REVISED Bloom's Taxonomy Action Verbs

Interdisciplinary Connections

Social Studies:
6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Integration of Computer Science and Design Thinking NJSLS 8
Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. Embedded resources and activities provide a variety of differentiated learning opportunities to meet the needs of individual students. Activities range in levels outside of grade level to meet the academic needs and learning styles of all students. Resources include: Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, iPads, and video streaming. • **8.2.12.ITH.3:** Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.