

**Winslow Township School District**  
**English Language Arts**  
**Grade 12**

**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 Grade 12:](#) Ambition

[Unit 2 Grade 12:](#) Culture & Gender

[Unit 3 Grade 12:](#) Integrity

[Unit 4 Grade 12:](#) What is Natural?

Overview	Reading	Writing	Speaking and Listening	Language
<a href="#">Unit 1</a>	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.11-12.4 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.11-12.6	Primary 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: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Informative writing</li> <li>Explanatory writing</li> <li>Research writing (Choose at least one as a focus standard)</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>
<a href="#">Unit 2</a>	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	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: <ul style="list-style-type: none"> <li>At least one extended text</li> <li>3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>Argumentative writing</li> <li>Research writing (Choose at least one as a focus standard)</li> <li>Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>Conduct discussions</li> <li>Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>Study and apply grammar</li> <li>Study and apply vocabulary</li> </ul>

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<a href="#">Unit 3</a>	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 RI.11-12.7 RL.11-12.9 WIDA Standards 1, 2, 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.11-12.6	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: <ul style="list-style-type: none"> <li>● At least one extended text</li> <li>● 3-5 short texts</li> </ul>	Writing Focus: <ul style="list-style-type: none"> <li>● Narrative writing</li> <li>● Research writing (Choose at least one as a focus standard)</li> <li>● Routine Writing</li> </ul>	Task type: <ul style="list-style-type: none"> <li>● Conduct discussions</li> <li>● Report finding</li> </ul>	Skill focus: <ul style="list-style-type: none"> <li>● Study and apply grammar</li> <li>● Study and apply vocabulary</li> </ul>
<a href="#">Unit 4</a>	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.11-12.9, RI.11-12.9, RL.11-12.10 RI.11-12.10 WIDA Standards 1, 2, 4	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
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Unit 1 Grade 12		
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills
<p>RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b>), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and <b>allows the reader to draw conclusions based on textual evidence</b></li> </ul>
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, <b>and</b> provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text. Examine how the interaction of themes creates the overall meaning of the text (and provides depth and dimension and complexity)</li> </ul>
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> <li>● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how the order in which each is presented in the text impacts the overall text</li> <li>● Analyze those choices as they pertain to the overall story</li> </ul>
		<ul style="list-style-type: none"> <li>● Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the choices of text structure impact the meaning of the text</li> </ul>

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<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how specific diction creates tone</li> <li>● Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>
<p>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).</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>
		<ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
<p><b>Unit 1 Writing Standards</b></p>		<p><b>Unit 1 Writing Critical Knowledge and Skills</b></p>
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.2.E. Establish and maintain a <b>style and tone appropriate to the audience and purpose</b> (e.g. <b>formal and objective for academic writing</b>) while attending to the norms and conventions of the discipline in which they are writing.</p>		<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li> <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> </ul>

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<p>W.11-12.2.F. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> <li>● Write a concluding <b>paragraph</b> or section that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Determine writing task type and its appropriate organizational structure</li> <li>● Identify and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Understand and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and utilize appropriate planning templates</li> <li>● Understand and practice revision techniques</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> <li>● Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products for feedback</li> <li>● Assess feedback from peers</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>● Evaluate multiple sources and their content</li> </ul>
<p>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 (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>● Gather grade level appropriate print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Consider how the use of sources contributes to the overall flow of the piece</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>

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<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> </ul>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<p><b>Unit 1 Speaking and Listening Standards</b></p>	<p><b>Unit 1 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers</b> on <b>grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.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.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments</b> (e.g., <b>student-developed rubrics</b>), and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussion</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● 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</li> <li>● Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and assess multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>

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<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Differentiate and critique opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, logically; using correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<p><b>Unit 1 Language Standards</b></p>	<p><b>Unit 1 Language Critical Knowledge and Skills</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>● Understand that language and appropriate usage changes</li> <li>● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
<p>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. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b></p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of task-appropriate syntaxes</li> </ul>

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<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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).</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
<b>Additional Standards</b>	<b>Resources</b>
<p>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.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>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.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>



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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 12 Unit 1: Ambition  
Collection 1 & Collection 5  
Essential Questions**

- How might sacrifices contribute to achieving success?
- How do you know if you are successful/ambitious?
- What is the relationship between success and ambition?
- What is the importance of taking risks in life?
- [Essential Questions for the CCSS Anchor Standards](#)

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Complete the practice benchmark ELA Literacy Assessment Practice Test Unit 1 (Collection Resource section)</li> <li>● Teacher Created Formative Assessment: i.e.: <a href="#">3 2 1 formative assessment</a>, <a href="#">Exit/Admit Tickets/ One Minute Responses</a>, Admit/ Exit Tickets, Short Answer Response Questions, Quick Writes, K,W,L.S chart <a href="#">K.W.L.S.</a> chart etc.</li> <li>● Open-ended questions demonstrating connections of text to itself, text to relevant personal experience, text to text, and text to world.</li> <li>● Respond to the Performance Task Writing Activity: Debate an issue/Write a Compare and Contrast essay: 67,71,471</li> <li>● Close Reading and Evidence Tracking:18C, 20C, 46C, 428C, 452C, 470C</li> </ul>	<ul style="list-style-type: none"> <li>● ELA Literacy Assessment Unit 1 &amp; 5 (Collection Resource Section)</li> <li>● End of Collection 1 &amp; 5 Performance Tasks A/B</li> <li>● Teacher Created Summative Assessment</li> <li>● Unit Collection 1 and/or 5 Assessment (skill-based culmination)               <ul style="list-style-type: none"> <li>- <a href="#">Collection 1 Assessments</a></li> <li>- <a href="#">Collection 5 Assessment</a></li> </ul> </li> <li>● <b>Task 1: Argumentative Essay</b> (see Primary Focus)</li> <li>● <b>Task 2: Explanatory Essay</b> (see Primary Focus)</li> </ul>
District/School Texts	District/School Supplementary Resources
<p><b>Houghton Mifflin Harcourt Collections Grade 12: Collection 1 and 5, and Close Reader</b> (consumable)</p> <p><b>Required: Collection 1</b></p> <ul style="list-style-type: none"> <li>● “Marita’s Bargain” by Malcolm Gladwell Lexile 1060</li> <li>● “A Walk to the Jetty” from Annie John Lexile 1290</li> </ul>	<p><b>Collections Supplements/Reinforcements:</b></p> <ul style="list-style-type: none"> <li>● <i>Close Reader</i> consumable</li> <li>● <a href="#">Collections Teacher Resources</a> 1 &amp; 6:(<i>Online Resource requires Login</i>)               <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> </ul> </li> </ul>

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**And one or more of the following:**

- “Kewauna’s Ambition” from How Children Succeed **OR**
- “A Right to Choose Single-Sex Education” Lexile 1200

**Required: Collection 5**

- The Beowulf Poet translated by Burton Raffel

**And one or more of the following:**

- “Next Term, We’ll Mash You” **OR**
- “Blackheart” **OR** “Are Genetically Modified Foods Scary?” Lexile 1420

**Differentiated Levels of Texts:**

**Level I**

- [Is Talent Innate or Learned? One Man Tests the Theory with Ping Pong](#)
- [Against the Odds: 100% of Kids in this Program Got into College](#)
- [Hamacher, Duane W. & Bento, Carla Guedes “How far they’ll go: Moana shows the power of Polynesian Celestial Navigation](#)
- [Frost, Robert “Birches”](#)
- [Henry, O “The Ransom of Red Chief Lexile 980](#)
- [Editorial: Stephen Hawking was a Pioneering Physicist and Inspiration for Overcoming Adversity”](#)

**Level II**

- [Shelley, Bysshe Percy “Ozymandias”](#)
- [Mazzola, Jessica “Against the odds: 100% of kids in this program got into college”](#)
- [Irving, Washington “The Devil and Tom Walker” Lexile 1120](#)

**Level III**

- [Johnson, Samuel “from A Dictionary of the English Language” Lexile 1510](#)
- [Milton, John “How Soon Hath Time”](#)
- [Rassool, Nazima “Nobel Peace Prize: Extraordinary Malala a Powerful Role Model”](#)

**Holt McDougal *British Literature* Grade 12  
from *Beowulf***

- 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](https://read.activelylearn.com)
- [Adolescent Literature http://www.adlit.org/](http://www.adlit.org/)
- [Audio Books Sync http://audiobooksync.com/](http://audiobooksync.com/)
- [Common Lit Reading CommonLit | Free Reading Passages and Literacy Resources](#)
- [Core Standards Appendix A http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- [Core Standards Appendix C http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- [Edmodo www.edmodo.com](http://www.edmodo.com)
- [Free Rice Freerice.com](http://www.freerice.com)
- [Internet4Classrooms Internet4Classrooms](#)
- [Kahoot www.kahoot.com](http://www.kahoot.com)
- [Khan Academy https://www.khanacademy.org/humanities](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](http://www.newsela.com)
- [No More Red Ink https://www.noredink.com/](https://www.noredink.com/)
- [PBS Learning Media https://www.pbslearningmedia.org/](https://www.pbslearningmedia.org/)
- [Purdue Owl https://owl.english.purdue.edu/owl/](https://owl.english.purdue.edu/owl/)
- [Quizlet www.quizlet.com](http://www.quizlet.com)
- [Read Write Think www.readwritethink.com](http://www.readwritethink.com)
- [Root Words http://mseffie.com/assignments/roots/roots.html](http://mseffie.com/assignments/roots/roots.html)
- [SAT Prep www.satprep.com](http://www.satprep.com)

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**Optional: Collection 1**

- “Don’t Eat Fortune Cookies”
- “The Secret to Raising Smart Kids”
- “Ile”
- “Explosion of the Space Shuttle Challenger: Address to the Nation”

**Optional: Collection 5**

- “Explosion of the Space Shuttle Challenger: Address to the Nation”
- “The Deep”
- “The Mosquito Solution”

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

**Required Vocabulary:**

Sadlier: *Vocabulary Workshop* Level G (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](http://www.d93schools.org)

- *Scholastic* <https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12>
- *Teen Ink* [teenink.com](http://teenink.com)
- *Teen Reads* <https://www.teenreads.com/>
- *Think CERCA* [ThinkCERCA | Personalized Close Reading & Argumentative Writing](#)
- *Tween Tribune* [www.tweentribune.com](http://www.tweentribune.com)
- *Utah Education Network* [https://www.uen.org/7-12interactives/lang\\_arts.shtml](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](http://theweek.com)
- *YouTube* [www.youtube.com](http://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/>

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**District/School Writing Tasks**

<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p><b>Collection 1:</b> Success may be sweet, but this collection show, it sometimes requires great sacrifice.</p> <p><b>Collection 5:</b> From mythical heroes to contemporary scientists, the individuals shown in this collection face the choice of taking a risk.</p> <p><b>Task 1: Argumentative Essay</b></p> <ul style="list-style-type: none"> <li>• Compose an argumentative essay debating whether or not all students should have longer school days and shorter vacations. Use valid reasoning, relevant support and cite sufficient evidence from “Marita’s Bargain.”</li> </ul> <p><b>Task 2: Explanatory Essay</b></p> <ul style="list-style-type: none"> <li>• Write an explanatory essay comparing and contrasting Annie John’s sacrifices with that of another character or person profiled in <i>Collection 1</i>.</li> <li>• Focus on the sacrifices these individuals made and whether or not their efforts supported or hindered their ambition.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Required:</b> Language and Style section found within and following each selection</li> <li>• <b>Required:</b> Students should demonstrate use of <i>MLA Handbook</i> (8th Edition) for Style, Formatting, and Research Skills such as: narrowing a topic, citing, finding and evaluating sources, and avoiding plagiarism. <ul style="list-style-type: none"> <li>-<a href="#">CitationMachine</a></li> <li>-<a href="#">Style.mla.org</a></li> <li>-<a href="#">Writing and Research in a Digital Age</a></li> </ul> </li> <li>• <a href="#">List of Writing and Research Skills</a></li> <li>• Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li>• Additional resources and topics found in <a href="#">Collections Teacher Resources Myhrw.com</a> (requires login) <ul style="list-style-type: none"> <li>-<a href="#">Grammar notes</a></li> <li>-<a href="#">Interactive Lessons</a></li> <li>-<a href="#">Interactive Whiteboard Lessons</a></li> <li>-<a href="#">Language Workshop</a></li> <li>-<a href="#">Level Up Tutorials</a></li> <li>-<a href="#">WordSharp</a></li> </ul> </li> <li>• <b>Additional Grammar Resources</b> <ul style="list-style-type: none"> <li>-<a href="#">Grammarly Handbook</a></li> <li>-<a href="#">Lynne Truss Eats, Shoots and Leaves</a> (commas)</li> <li>-<a href="#">Patricia T. O’Conner: Woe is I</a></li> <li>-<a href="#">Strunk and White: Elements of Style</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.)</li> <li>• 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.</li> </ul>

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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)

[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.

**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](http://www.teenink.com)
- [from Tools and Texts by Jim Burke](#)
- *Exhibit and Analyze model student work*

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**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

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**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:

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>○ Audio books</li><li>○ Text-to-speech platforms</li><li>○ Leveled texts</li><li>○ Graphic novels</li></ul>  | <ul style="list-style-type: none"><li>○ Use of computer</li><li>○ Emphasize/highlight key concepts</li><li>○ Recognize success</li><li>○ Provide timelines for work completion</li></ul>        |
| <ul style="list-style-type: none"><li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li><li>○ Extended time as needed</li><li>○ Read directions aloud</li><li>○ Assist with organization</li></ul> | <ul style="list-style-type: none"><li>○ Break down multi-step tasks into smaller chunks</li><li>○ Provide copy of class notes</li><li>○ Graphic organizer</li><li>○ Sentence Starters</li></ul> |

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ELL Students	Enrichment/Gifted
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <span style="color: green;">■</span> Listening <span style="color: green;">■</span> Speaking <span style="color: green;">■</span> Reading <span style="color: green;">■</span> Writing <span style="color: green;">■</span> Oral Language            Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>• Use of bilingual dictionaries</li> <li>• Personal dictionary</li> <li>• Word Wall</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Modeling and guided practice</li> <li>• Sentence Starters</li> <li>• Response frames</li> <li>• Adapted text/ Leveled Readers</li> <li>• Repeated reading</li> <li>• Graphic Organizers</li> <li>• Provide background knowledge experience</li> <li>• Increase vocabulary (cognates) exposure</li> <li>• Additional SIOP Strategies as described in the following books:               <ul style="list-style-type: none"> <li>○ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>○ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>• Provide Enrichment Activities/Project-Based Learning/Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>• <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Social Studies:</b>  <b>6.1.5.HistoryCC.6:</b> Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Leni Lenape of New Jersey.  <b>6.2.8.HistoryUP.3.c:</b> Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization. colonies.  <b>6.2.12.HistoryUP.2.a:</b> Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	



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**Integration of Computer Science and Design Thinking NJSL 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 12**

<b>Unit 2 Reading Standards</b>		<b>Unit 2 Reading Critical Knowledge and Skills</b>
<p>RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b>), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, <b>and</b> provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>

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<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> <li>● Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how these choices impact the overall story</li> <li>● Critique those choices as they pertain to the overall story</li> </ul>
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how specific diction creates tone</li> <li>● Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>
	<p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<ul style="list-style-type: none"> <li>● Investigate how an author structures the text and develops ideas</li> <li>● Analyze how the structure of a text and order of ideas or claims within it contribute to the overall purpose of the text and how they are developed and shaped by the larger text</li> <li>● Evaluate and hypothesize how the form effectively follows the function of the text</li> </ul>
<p>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).</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>
		<ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> </ul>

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		<ul style="list-style-type: none"> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
	<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> <li>● Compare, contrast, and assess how various accounts of a subject are told in multiple mediums</li> <li>● Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message</li> <li>● Use references to the different media to answer a question or to solve a problem</li> </ul>
	<p>RI.11-12.8. <b>Describe</b> and evaluate the reasoning in seminal U.S. <b>and global</b> 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).</p>	<ul style="list-style-type: none"> <li>● Evaluate the rationale used in a text</li> <li>● Understand and explain how it connects to the principles determined by the Constitution</li> <li>● Understand and explain how text connects to established laws and practices</li> <li>● Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address)</li> <li>● Express the rationale, content and principles expressed in each text</li> </ul>

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	<p>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, <b>including primary source documents relevant to U.S. and/or global history.</b></p>	<ul style="list-style-type: none"> <li>● Study and evaluate influential U.S. documents</li> <li>● Identify and explain the themes and purposes, particularly how they connect</li> <li>● Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax</li> </ul>
<p><b>Unit 2 Writing Standards</b></p>	<p><b>Unit 2 Writing Critical Knowledge and Skills</b></p>	

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<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument</li> <li>● Use sources that are appropriate to task, audience, and purpose</li> <li>● Learn how to introduce argument(s) clearly and accurately with regard to counterclaims</li> <li>● Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence</li> <li>● Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have</li> <li>● Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason</li> <li>● Maintain an appropriate style and tone for the task, omitting personal bias</li> <li>● Consider and anticipate the audience’s education, beliefs, and feelings about the subject</li> <li>● Choose precise words and domain-specific vocabulary</li> <li>● Introduce a topic arranging ideas, concepts, and information to show interrelationships</li> <li>● Organize graphics and provide multimedia when useful</li> <li>● Use transitions to link together the major sections of the text</li> <li>● Use varied syntax</li> <li>● Choose a formal style and objective tone</li> <li>● Decide what organization is most effective for purpose, audience, and task</li> <li>● Write a concluding statement that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Define writing task type and its organizational structure</li> <li>● Define and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Distinguish and utilize appropriate style</li> <li>● Understand how structure, style and rhetorical devices convey the purpose of writing</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and utilize planning templates</li> <li>● Understand and practice revision techniques</li> <li>● Comprehend writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> <li>● Understand writing as a process rather than a product</li> </ul>

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<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products for feedback</li> <li>● Assess feedback from peers</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>● Evaluate multiple sources and understand their content</li> </ul>
<p>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 (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>● Gather grade level appropriate print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Consider how the use of sources contributes to the overall flow of the piece</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> <li>● Apply evidence to discussion and writing</li> </ul>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>

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Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers on grade 12 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.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.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments (e.g., student-developed rubrics)</b>, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activities</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● 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</li> <li>● Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and <b>noting any discrepancies among the data</b>.</p>	<ul style="list-style-type: none"> <li>● Listen to and assess multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading</li> <li>● Use evidence from sources/text to prove fallibility in speaker's reasoning</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Differentiate and critique opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, logically; using correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>

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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.	<ul style="list-style-type: none"> <li>Consider, determine and apply the most strategic use of digital media</li> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Assess and adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 2 Language Standards</b>	<b>Unit 2 Language Critical Knowledge and Skills</b>
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.	<ul style="list-style-type: none"> <li>Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
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.	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
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.	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations to make effective choices to shape the meaning and style</li> <li>Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>Write using a variety of task-appropriate syntaxes</li> </ul>
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).	<ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>Trace the etymology of words</li> </ul>



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<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>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.</p>	<p><a href="#">Career Ready Practices</a> U.S. Department of labor <a href="#">Occupational Outlook Handbook</a> Occupational Information Network <a href="#">O*NET</a> <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>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.</p>	<p><a href="#">WIDA Proficiency Standards</a> <a href="#">Content Related to WIDA Proficiency Standards</a></p>

**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 12 Unit 2: Gender Roles**  
*Collection 2*  
**Essential Questions**

- How do stereotypical and traditional gender roles impact society?
- How are gender roles both cultural and personal?
- How have gender roles changed in the recent decades?
- How do gender roles impact our current society?
- [Essential Questions for the CCSS Anchor Standards](#)

<p><b>District/School Formative Assessment Plan</b></p>	<p><b>District/School Summative Assessment Plan</b></p>
<ul style="list-style-type: none"> <li>Complete the practice benchmark ELA Literacy Assessment Practice Test Unit 2 (Collection Resource section)</li> <li>Respond to the Performance Task Writing Activity: Write an informative essay/ Deliver a reflective narrative</li> <li>Close Reading and Evidence Tracking: 92B, 140B</li> <li>Teacher Created Formative Assessment: ie: <a href="#">3 2 1 formative assessment</a>, <a href="#">Exit/Admit Tickets/ One Minute Responses</a></li> </ul>	<ul style="list-style-type: none"> <li>ELA Literacy Assessment Unit 2(Collection Resource Section)</li> <li>End of Collection Performance Task A/B</li> <li>Teacher Created Summative Assessment</li> <li>Unit Collection Assessment (skill-based culmination)</li> <li><b>Task 1: Informative Essay</b></li> <li><b>Task 2: Reflective Narrative</b></li> <li><a href="#">Lord of the Flies Summative Assessment</a></li> </ul>

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District/School Texts	District/School Supplementary Resources
<p><b>Required Reading: <i>Collection 2</i></b></p> <ul style="list-style-type: none"> <li>● <i>Narrative Poem by Geoffrey Chaucer “The Wife of Bath’s Tale”</i></li> <li>● “The Pardoner’s Tale” from <i>The Canterbury Tales</i></li> <li>● Essay by Scott Russell Sanders “The Men We Carry in Our Minds” Lexile 1060</li> <li>● Essay by Lynn Peril from <i>Pink Think</i> Lexile 1490</li> <li>● Novel by William Golding <i>Lord of the Flies</i> Lexile 770</li> </ul> <p><b>And one or more of the following:</b></p> <ul style="list-style-type: none"> <li>● Short Story by Mohammed Naseehu Ali “Mallam Sile” Lexile 1150</li> <li>● Poem by Shirley Geok-lin Lim “My Father’s Sadness”</li> <li>● Political Argument by Mary Wollstonecraft from <i>A Vindication of the Rights of Woman</i></li> <li>● Online Article by Neil MacFarquhar and Dina Salah Amer “In a Scattered Protest, Saudi Women Take the Wheel”</li> <li>● News Video <i>Saudi Women Defy Driving Ban</i></li> </ul> <p><b>Independent Reading</b> (Controlled choices by teacher or student selected with teacher’s approval)</p> <p><b>Required Vocabulary</b></p> <ul style="list-style-type: none"> <li>● Sadlier: <i>Vocabulary Workshop</i> Level G (Weekly/Biweekly)</li> <li>● Collections Critical Vocabulary and Vocabulary Strategies</li> <li>● Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) <a href="http://www.d93schools.org">www.d93schools.org</a></li> </ul> <p><b>Differentiated Levels of Texts:</b></p> <p><b>Level I</b></p> <ul style="list-style-type: none"> <li>● The Mo’ things change: media coverage of Mo’ne Davis reinforces barriers for female ballplayers <a href="https://read.activelylearn.com/#teacher/reader/authoring/prview/701384/notes">https://read.activelylearn.com/#teacher/reader/authoring/prview/701384/notes</a></li> </ul>	<p><b>Collections Supplements:</b></p> <ul style="list-style-type: none"> <li>● <i>Close Reader</i> consumable</li> <li>● <a href="#">Collections Teacher Resources</a> 1 &amp; 6:(<i>Online Resource requires Login</i>) <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> <li>-Channel One News</li> <li>-HMHFYI.com</li> <li>-Interactive Lessons Level Up Tutorials</li> </ul> </li> <li>● <a href="#">Collections Writing Resources</a> (<i>Online Resource requires Login</i>)</li> </ul> <p><b>Lord of the Flies Unit Plan:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Lord of the Flies Unit Plan</a></li> </ul> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Actively Learn</i> <a href="https://read.activelylearn.com">https://read.activelylearn.com</a></li> <li>● <i>Adolescent Literature</i> <a href="http://www.adlit.org/">http://www.adlit.org/</a></li> <li>● <i>Audio Books Sync</i><a href="http://audiobooksync.com/">http://audiobooksync.com/</a></li> <li>● <i>Common Lit Reading</i> <a href="#">CommonLit   Free Reading Passages and Literacy Resources</a></li> <li>● <i>Core Standards Appendix A</i> <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></li> <li>● <i>Core Standards Appendix C</i> <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li> <li>● <i>Edmodo</i> <a href="http://www.edmodo.com">www.edmodo.com</a></li> <li>● <i>Free Rice</i> <a href="http://freerice.com">Freerice.com</a></li> <li>● <i>Internet4Classrooms</i> <a href="http://Internet4Classrooms">Internet4Classrooms</a></li> <li>● <i>Kahoot</i> <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>● <i>Khan Academy</i> <a href="https://www.khanacademy.org/humanities">https://www.khanacademy.org/humanities</a></li> <li>● <i>Lexile Ranges by Grade</i> <a href="#">Lexile Ranges By Grade</a></li> <li>● <i>Media Center Database Resources</i> <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● <i>News ELA</i> <a href="http://www.Newsela.com">www.Newsela.com</a></li> </ul>

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<p><b>Level II</b></p> <ul style="list-style-type: none"> <li>• Cavendish, Margaret “Female Orations” Lexile 1060 <a href="#">Female Orations</a></li> <li>• Kitroeff, Natalie “Why do Women Earn Less than Men?” <a href="https://read.activelylearn.com/#teacher/reader/authoring/preview/749521/notes">https://read.activelylearn.com/#teacher/reader/authoring/preview/749521/notes</a></li> </ul> <p><b>Level III</b></p> <ul style="list-style-type: none"> <li>• Browning, Robert “My Last Duchess” <a href="#">My Last Duchess</a></li> <li>• Fuller, Margaret “from Woman in the Nineteenth Century” Lexile 1170 <a href="#">from Woman in the Nineteenth Century</a></li> <li>• Lebovic, Matt “Publication of Anne Frank’s Diary Saved her “Secret Annex’ from Destruction” <a href="#">Publication of Anne Frank’s Diary ...</a></li> </ul> <p><b>Holt McDougal British Literature Grade 12</b></p> <ul style="list-style-type: none"> <li>• Marlowe, Christopher “The Passionate Shepherd to His Love”/Raleigh, Sir Walter “The Nymph’s Reply to the Shepherd” <a href="https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_passion_shepher_se.pdf">https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_passion_shepher_se.pdf</a></li> <li>• Shakespeare, William Sonnets 18,29,116 and 130 <a href="https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_ptry_shakespeare_se.pdf">https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_ptry_shakespeare_se.pdf</a></li> <li>• Donne, John “A Valediction: Forbidding Mourning”/“Holy Sonnet 10”/“Meditation 17” <a href="https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_ptry_nonfiction_se.pdf">https://my.hrw.com/la_2010/na_lit/student/ebook_gr12/osp/d_ata/u2_ptry_nonfiction_se.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>• <i>No More Red Ink</i> <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>• <i>PBS Learning Media</i> <a href="https://www.pbslearningmedia.org/">https://www.pbslearningmedia.org/</a></li> <li>• <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> <li>• <i>Quizlet</i> <a href="http://www.quizlet.com">www.quizlet.com</a></li> <li>• <i>Read Write Think</i> <a href="http://www.readwritethink.com">www.readwritethink.com</a></li> <li>• <i>Root Words</i> <a href="http://mseffie.com/assignments/roots/roots.html">http://mseffie.com/assignments/roots/roots.html</a></li> <li>• <i>SAT Prep</i> <a href="http://www.satprep.com">www.satprep.com</a></li> <li>• <i>Scholastic</i> <a href="https://www.scholastic.com/teachers/search-results/?search=1&amp;filters=&amp;text=9-12">https://www.scholastic.com/teachers/search-results/?search=1&amp;filters=&amp;text=9-12</a></li> <li>• <i>Teen Ink</i> <a href="http://teenink.com">teenink.com</a></li> <li>• <i>Teen Reads</i> <a href="https://www.teenreads.com/">https://www.teenreads.com/</a></li> <li>• <i>Think CERCA</i> <a href="#">ThinkCERCA   Personalized Close Reading &amp; Argumentative Writing</a></li> <li>• <i>Tween Tribune</i> <a href="http://www.tweentribune.com">www.tweentribune.com</a></li> <li>• <i>Utah Education Network</i> <a href="https://www.uen.org/7-12interactives/lang_arts.shtml">https://www.uen.org/7-12interactives/lang_arts.shtml</a></li> <li>• <i>Vocabulary</i> <a href="#">Vocabulary</a></li> <li>• <i>Vocabulary Test</i> <a href="#">Vocabulary Tests and Games on VocabTest.com - Free Vocabulary</a></li> <li>• <i>TheWeek</i> <a href="http://theweek.com">theweek.com</a></li> <li>• <i>YouTube</i> <a href="http://www.youtube.com">www.youtube.com</a></li> </ul> <p><b><u>Grade-Specific Novels and Other Selections</u></b> <i>(to be implemented at Teacher’s discretion)</i></p> <p><b><u>Diversity, Equity &amp; Inclusion Educational Resources</u></b>  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>
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**District/School Writing Tasks**

<b>District/School Writing Tasks</b>		
<p><b>Primary Focus</b></p> <ul style="list-style-type: none"> <li>This collection focuses on gender roles through a variety of viewpoints and genres as: as from a range of cultures and time periods. In the anchor text “The Wife of Bath’s Tale,” a knight goes on a year-long quest to find out what women most desire in life. What does Chaucer suggest about the ability of people to understand someone of the opposite sex?</li> </ul> <p><b>Task 1: Informative Essay</b></p> <ul style="list-style-type: none"> <li>Write an informative essay to convey differences between men and women, drawing on “The Wife of Bath’s Tale” and 2 other selections in this collection.</li> </ul> <p><b>Task 2: Reflective Narrative</b></p> <ul style="list-style-type: none"> <li>Present a reflective narrative about a significant experience in your life that has challenged or strengthened your ability to understand someone of the opposite sex using figurative language and elements of plot.</li> </ul>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li><b>Required:</b> Language and Style section found within and following each selection</li> <li><b>Required: Required:</b> Research Skills: narrowing a topic, citations, finding and evaluating sources, avoiding plagiarism, <b>MLA</b> format <ul style="list-style-type: none"> <li><a href="#">-Writing and Research in a Digital Age</a></li> </ul> </li> <li>Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li><a href="#">List of Writing and Research Skills</a></li> <li>Additional resources and topics found in <a href="#">Collections Teacher Resources</a> <a href="#">Myhrw.com</a> (requires login) <ul style="list-style-type: none"> <li><a href="#">-Interactive Whiteboard Lessons</a></li> <li><a href="#">-Interactive Lessons</a></li> <li><a href="#">-Level Up Tutorials</a></li> <li><a href="#">-Grammar notes</a></li> <li><a href="#">-Language Workshop</a></li> <li><a href="#">-WordSharp</a></li> <li><a href="#">-Writing and Research in a Digital Age</a></li> </ul> </li> <li><b>Additional Grammar Resources</b> <ul style="list-style-type: none"> <li><a href="#">-Grammarly Handbook</a></li> <li><a href="#">-Strunk and White: Elements of Style</a></li> <li><a href="#">-Lynne Truss Eats, Shoots and Leaves</a> (commas)</li> <li><a href="#">-Patricia T. O’Conner: Woe is I</a></li> </ul> </li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>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.)</li> <li>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.</li> </ul>

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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)

[Learning Levels for Instruction and Assessment](#)

[Bloom Taxonomy Action Verbs](#)

[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.

**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](http://www.teenink.com)
- [from Tools and Texts by Jim Burke](#)
- *Exhibit and Analyze model student work*

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

**9.4.12.CI.2:** Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).  
**9.4.12.CI.3:** Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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   | ○ Extended time as needed                   |
| ○ Audio books   | ○ Break down assignments into smaller units |
| ○ Text-to-speech platforms  | ○ Provide shortened assignments             |
| ○ Leveled texts   | ○ Modify testing format                     |
| ○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune | ○ Graphic organizers                        |
| ○ Modeling and guided practice  | ○ Sentence Starters                         |
| ○ Read directions aloud   | ○ Consistent structured routine             |
| ○ Repeat, rephrase and clarify directions                                   | ○ 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:

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- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>○ Audio books</li><li>○ Text-to-speech platforms</li><li>○ Leveled texts</li><li>○ Graphic novels</li></ul>  | <ul style="list-style-type: none"><li>○ Use of computer</li><li>○ Emphasize/highlight key concepts</li><li>○ Recognize success</li><li>○ Provide timelines for work completion</li></ul>        |
| <ul style="list-style-type: none"><li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li><li>○ Extended time as needed</li><li>○ Read directions aloud</li><li>○ Assist with organization</li></ul> | <ul style="list-style-type: none"><li>○ Break down multi-step tasks into smaller chunks</li><li>○ Provide copy of class notes</li><li>○ Graphic organizer</li><li>○ Sentence Starters</li></ul> |

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ELL Students	Enrichment/Gifted
<p>All WIDA Can Do Descriptors can be found at this link: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><b>WIDA Can Do Descriptors:</b>  <input type="checkbox"/> Listening   <input type="checkbox"/> Speaking   <input type="checkbox"/> Reading   <input type="checkbox"/> Writing   <input type="checkbox"/> Oral Language</p> <p>Students will be provided with accommodations and modifications as determined by NJ DOE Bilingual and ESL policies. These may include:</p> <ul style="list-style-type: none"> <li>• Use of bilingual dictionaries</li> <li>• Personal dictionary</li> <li>• Word Wall</li> <li>• Manipulatives</li> <li>• Pictures, photographs</li> <li>• Modeling and guided practice</li> <li>• Sentence Starters</li> <li>• Response frames</li> <li>• Adapted text/ Leveled Readers</li> <li>• Repeated reading</li> <li>• Graphic Organizers</li> <li>• Provide background knowledge experience</li> <li>• Increase vocabulary (cognates) exposure</li> <li>• Additional SIOP Strategies as described in the following books: <ul style="list-style-type: none"> <li>◦ <i>Making Content Comprehensible for English Language Learners: The SIOP Model</i></li> <li>◦ <i>99 Activities for Teaching English Language Arts to English Language Learners</i></li> </ul> </li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Require higher order thinking, communication, and leadership skills</li> <li>• Differentiate content, process, or product according to student's readiness, interests, and/or learning styles</li> <li>• Provide higher level texts</li> <li>• Expand use of open-ended, abstract questions</li> <li>• Require critical and creative thinking activities with emphasis on research and in-depth study</li> <li>• Provide Enrichment Activities/Project-Based Learning/Independent Study</li> </ul> <p>Additional strategies may be located at the following links:</p> <ul style="list-style-type: none"> <li>• <a href="#">Gifted Programming Standards</a></li> <li>• <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li> <li>• <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li> </ul>
Interdisciplinary Connections	
<p><b>Social Studies:</b>  <b>6.2.12.HistoryCC.5.c:</b> Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.  <b>6.2.12.HistoryCC.5.g:</b> 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.</p>	



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**Integration of Computer Science and Design Thinking NJLS 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.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

**Unit 3 Grade 12**

<b>Unit 3 Reading Standards</b>		<b>Unit 3 Reading Critical Knowledge and Skills</b>
<p>RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., <b>via discussion, written response, etc.</b>), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, <b>and</b> provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension)</li> <li>● Construct an objective summary of the text</li> </ul>

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<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how these choices impact the overall story</li> <li>● Critique those choices as they pertain to the overall story</li> </ul>
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p>	<p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the author’s choices impact the meaning of the text</li> </ul>
<p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>		<ul style="list-style-type: none"> <li>● Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>● Analyze how an author has chosen to structure a text and order events within it</li> <li>● Conclude why the author chose that structure and how it enhances the work as a whole</li> </ul>
<p>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).</p>	<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<p>RL.11-12.6:</p> <ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>

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		<p>RI.11-12.6:</p> <ul style="list-style-type: none"> <li>● Determine the author’s overall purpose</li> <li>● Analyze how an author uses various rhetorical strategies to advance that purpose.</li> <li>● Focus on both how the text is written and what the text is about</li> <li>● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text</li> </ul>
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.)		<ul style="list-style-type: none"> <li>● Read and/or view different versions of the same text, recordings, film, and/or live performances</li> <li>● Compare and contrast the multiple versions</li> <li>● Evaluate the significant differences between the multiple versions</li> <li>● Focus on significant changes to structure, order, plot, and/or character</li> </ul>
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.		<ul style="list-style-type: none"> <li>● Identify when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Identify foundational and canonical American texts</li> <li>● Identify and examine how different texts from the same era/genre approach the same theme/topics</li> </ul>
<b>Unit 3 Writing Standards</b>		<b>Unit 3 Writing Critical Knowledge and Skills</b>
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>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 points) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p>		<ul style="list-style-type: none"> <li>● Convey experiences, real or imagined</li> <li>● Use time as the deep structure of the narrative</li> <li>● Form or structure based on a progression of events that build and reflect upon each other</li> <li>● Use effective details using precise language</li> <li>● Form clear point(s) of view established through a narrator, provide characters, and present a situation</li> <li>● Distinguish and utilize narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures</li> <li>● Provide a conclusion to the events they set out at the beginning of their narrative</li> <li>● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text</li> </ul>
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		<ul style="list-style-type: none"> <li>● Define writing task type and its appropriate organizational structure</li> <li>● Define and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Distinguish and utilize appropriate style</li> </ul>

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<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and utilize appropriate planning templates</li> <li>● Understand and practice revision techniques</li> <li>● Comprehend writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> <li>● Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products for feedback</li> <li>● Assess feedback from peers</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>● Evaluate multiple sources and their content</li> </ul>
<p>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 (<b>MLA or APA Style Manuals</b>).</p>	<ul style="list-style-type: none"> <li>● Gather grade level appropriate print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Consider how the use of sources contributes to the overall flow of the piece</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>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").</p> <p>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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> <li>● Apply evidence to discussion and writing</li> </ul>

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<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>
<p><b>Unit 3 Speaking and Listening Standards</b></p>	<p><b>Unit 3 Speaking and Listening Critical Knowledge and Skills</b></p>
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers on grade 11 topics, texts, and issues</b>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.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.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments (e.g., student-developed rubrics)</b>, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self-monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● 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</li> <li>● Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and assess multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Correlate the speaker’s argument with the student’s own</li> <li>● Identify logical fallacies, judging if any of the speaker’s reasoning is misleading</li> <li>● Engage as an active listener and participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone.</li> <li>● Use evidence from sources/text to prove fallibility in speaker’s reasoning</li> </ul>

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<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically</b>. The content, organization, development, and style are appropriate to the task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Differentiate and critique opposing viewpoints</li> <li>● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>● Present information clearly, concisely, and logically</li> <li>● Use correct eye contact</li> <li>● Adapt volume and tone to audience and purpose</li> <li>● Speak with clear pronunciation</li> </ul>
<p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> <li>● Consider, determine and apply the most strategic use of digital media</li> <li>● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
<p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> <li>● Assess and adapt speech delivery to audience and purpose</li> <li>● Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<p><b>Unit 3 Language Standards</b></p>	<p><b>Unit 3 Language Critical Knowledge and Skills</b></p>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>● Understand that language and appropriate usage changes</li> <li>● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
<p>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. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b></p>	<ul style="list-style-type: none"> <li>● Apply knowledge of language to understand how language functions in different situations</li> <li>● Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>● Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>● Write using a variety of task-appropriate syntaxes</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>● Use context clues to derive word meaning</li> <li>● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>● Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>● Trace the etymology of words</li> </ul>

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<p>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).</p> <p>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.</p> <p>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).</p>	
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>● Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>● Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
<b>Additional Standards</b>	<b>Resources</b>
<p>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.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>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.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>

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**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 12 Unit: 3 Integrity  
Collection 3 & Collection 4  
Essential Questions**

- What are some reasons people protest today?
- How effective are various types of protesting?
- What are effective ways to bring about change?
- How do people react when they feel they have been hurt by another person?
- What are various emotions that arise when people are involved in a conflict as well as actions people may take as a result?
- [Essential Questions for the CCSS Anchor Standards](#)

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Complete the practice benchmark ELA Literacy Assessment Practice Test Unit 3 &amp; 4 (Collection Resource section)</li> <li>● Respond to the Performance Task Writing Activity: Write a satire essay/ Write an analytical essay</li> <li>● Close Reading and Evidence Tracking: 168b,212b,220b,356b,394b</li> <li>● Teacher Created Formative Assessment: i.e.: <a href="#">3 2 1 formative assessment</a>, <a href="#">Exit/Admit Tickets</a>/<a href="#">One Minute Responses</a></li> </ul>	<ul style="list-style-type: none"> <li>● ELA Literacy Assessment Unit 3 &amp; 4 (Collection Resource Section)</li> <li>● End of Collection Performance Task A/B</li> <li>● Teacher Created Summative Assessment</li> <li>● Optional Assessments (online teacher tab “performance assessment”)               <ul style="list-style-type: none"> <li>- Assessment for each story</li> <li>- Unit Collection Assessment (skill-based culmination)</li> </ul> </li> <li>● <b><u>Task 1: Research Writing</u></b></li> <li>● <b><u>Task 2: Analytical Essay</u></b></li> </ul>



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District/School Texts	District/School Supplementary Resources
<p><b>Required: Collection 3</b></p> <ul style="list-style-type: none"> <li>● “Speech on the Vietnam War, 1967” Speech by Martin Luther King Jr. Speech by Shirley Chisholm Lexile 1290</li> <li>● “People and Peace, Not Profits and War” (<i>Close Reader</i>) Lexile 1150</li> <li>● Satire by Jonathan Swift “A Modest Proposal” Lexile 1590</li> <li>● “Third World America” Photojournalism by Alison Wright</li> <li>● “Imagine the Angels of Bread” Poem by Martín Espada Lexile 990</li> </ul> <p><b>Required: Career Research Project Task 4</b> 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.</p> <p><a href="#">Career Ready Practices</a> U.S. Department of labor <a href="#">Occupational Outlook Handbook</a> Occupational Information Network <a href="#">O*NET</a> <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p> <p>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.</p> <p><a href="#">WIDA Proficiency Standards</a> <a href="#">Content Related to WIDA Proficiency Standards</a> Task 4: <a href="#">Career Research Project</a></p> <p><b>One or more of the following:</b></p> <ul style="list-style-type: none"> <li>● Article by Joel Stein “Who Speaks for the 1%?” (<i>Close Reader</i>) Lexile 1080</li> <li>● <i>Poem by Derek Walcott “Elsewhere” (Close Reader)</i></li> <li>● Essay by Thomas Paine from “The Crisis” Lexile 1180</li> </ul>	<p><b>Collections Supplements:</b></p> <ul style="list-style-type: none"> <li>● <i>Close Reader</i> consumable</li> <li>● <a href="#">Collections Teacher Resources</a> 3 &amp; 4: (<i>Online Resource requires Login</i>) <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> <li>-Channel One News</li> <li>-HMHFYI.com</li> <li>-Interactive Lessons Level Up Tutorials</li> </ul> </li> <li>● <a href="#">Collections Writing Resources</a> (<i>Online Resource requires Login</i>)</li> </ul> <p><b>Web Resources:</b></p> <ul style="list-style-type: none"> <li>● <i>Actively Learn</i> <a href="https://read.activelylearn.com">https://read.activelylearn.com</a></li> <li>● <i>Adolescent Literature</i> <a href="http://www.adlit.org/">http://www.adlit.org/</a></li> <li>● <i>Audio Books Sync</i> <a href="http://audiobooksync.com/">http://audiobooksync.com/</a></li> <li>● <i>Common Lit Reading</i> <a href="#">CommonLit   Free Reading Passages and Literacy Resources</a></li> <li>● <i>Core Standards Appendix A</i> <a href="http://www.corestandards.org/assets/Appendix_B.pdf">http://www.corestandards.org/assets/Appendix_B.pdf</a></li> <li>● <i>Core Standards Appendix C</i> <a href="http://www.corestandards.org/assets/Appendix_C.pdf">http://www.corestandards.org/assets/Appendix_C.pdf</a></li> <li>● <i>Edmodo</i> <a href="http://www.edmodo.com">www.edmodo.com</a></li> <li>● <i>Free Rice</i> <a href="http://www.freerice.com">Freerice.com</a></li> <li>● <i>Internet4Classrooms</i> <a href="http://www.internet4classrooms.com">Internet4Classrooms</a></li> <li>● <i>Kahoot</i> <a href="http://www.kahoot.com">www.kahoot.com</a></li> <li>● <i>Khan Academy</i> <a href="https://www.khanacademy.org/humanities">https://www.khanacademy.org/humanities</a></li> <li>● <i>Lexile Ranges by Grade</i> <a href="#">Lexile Ranges By Grade</a></li> <li>● <i>Media Center Database Resources</i> <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● <i>Newsela</i> <a href="http://www.newsela.com">www.Newsela.com</a></li> <li>● <i>No More Red Ink</i> <a href="https://www.noredink.com/">https://www.noredink.com/</a></li> <li>● <i>PBS Learning Media</i> <a href="https://www.pbslearningmedia.org/">https://www.pbslearningmedia.org/</a></li> <li>● <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> </ul>

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- Essay by Henry David Thoreau from “Civil Disobedience” Lexile 1200
- Essay by Terry Tempest Williams “The Clan of One-Breasted Women”

**Differentiated Levels of Texts:**

**Level I**

- Henry, Patrick “From Speech in the Virginia Convention” Lexile 990  
[From Speech in the Virginia Convention](#)

**Level II**

- Voltaire “From Candide” Lexile 1110  
[From Candide](#)

**Level III**

- from “The Pilgrim’s Progress” Lexile 1300  
[from The Pilgrim’s Progress](#)

**Optional:**

- from Speech in the Virginia Convention **Patrick Henry**
- Letter to Alexander Pope **Jonathan Swift**
- from Candide **Voltaire**

**Required: Collection 4**

- Drama by William Shakespeare “The Tragedy of Hamlet”
- Feature Article by Alex Kotlowitz “Blocking the Transmission of Violence” Lexile 1150

**One or more of the following:**

- Film Version of “Hamlet”
- Literary Criticism by Rene Girard “Hamlet’s Dull Revenge” Lexile 1290
- Short Story by Juan Rulfo “Tell Them Not to Kill Me!” Lexile 810
- Poem by Wislawa Szymborska “Hatred”

**Optional: Collection 4**

- from Ecclesiastes, Chapter 3 from the **King James Bible**
- from The Pilgrim’s Progress **John Bunyan**
- from The Rape of the Lock **Alexander Pope**

- *Quizlet* [www.quizlet.com](http://www.quizlet.com)
- *Read Write Think* [www.readwritethink.com](http://www.readwritethink.com)
- *Root Words* <http://mseffie.com/assignments/roots/roots.html>
- *SAT Prep* [www.satprep.com](http://www.satprep.com)
- *Scholastic* <https://www.scholastic.com/teachers/search-results/?search=1&filters=&text=9-12>
- *Teen Ink* [teenink.com](http://teenink.com)
- *Teen Reads* <https://www.teenreads.com/>
- *Thinkcerca* [ThinkCERCA | Personalized Close Reading & Argumentative Writing](#)
- *Tween Tribune* [www.tweentribune.com](http://www.tweentribune.com)
- *Utah Education Network* [https://www.uen.org/7-12interactives/lang\\_arts.shtml](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](http://theweek.com)
- *YouTube* [www.youtube.com](http://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)

[Diversity, Equity & Inclusion Educational Resources](https://www.nj.gov/education/standards/dei/)  
<https://www.nj.gov/education/standards/dei/>

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<p><b>Independent Reading:</b> (Controlled choices by teacher or student selected with teacher's approval)</p> <p><b>Vocabulary:</b></p> <ul style="list-style-type: none"> <li>● Sadlier: <i>Vocabulary Workshop</i> Level G (Weekly/Biweekly)</li> <li>● Collections Critical Vocabulary</li> <li>● Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) <a href="http://www.d93schools.org">www.d93schools.org</a></li> </ul>		
<b>District/School Writing Tasks</b>		
<p><b>Primary Focus</b></p> <p><b>Collection 3:</b> This collection represents nearly three centuries of opposition to injustice, addressing problems such as tyranny, hunger, and pollution.</p> <p><b>Collection 4:</b> This collection raises the issue of whether it is better to avenge evil acts or end conflict through reconciliation.</p> <p><b>Task 1: Research Writing</b> Collection 3 represents nearly three centuries of opposition to injustice, tyranny, hunger, and pollution. Identify and research the impact of a social problem observed in high schools using MLA format.</p> <p><b>Task 2: Analytical Essay</b> Collection 4 raises the issue of whether it is better to avenge evil acts or end conflict through reconciliation. Write an analytical essay that</p>	<p><b>Secondary Focus</b></p> <ul style="list-style-type: none"> <li>● <b>Required:</b> Language and Style section found within and following each selection</li> <li>● <b>Required:</b> Research Skills: narrowing a topic, citations, finding and evaluating sources, avoiding plagiarism, <b>MLA</b> format -<a href="#">Writing and Research in a Digital Age</a></li> <li>● <a href="#">List of Writing and Research Skills</a></li> <li>● Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● Additional resources and topics found in <a href="#">Collections Teacher Resources</a> <a href="#">Myhrw.com</a> (requires login) -<a href="#">Interactive Whiteboard Lessons</a> -<a href="#">Interactive Lessons</a> -<a href="#">Level Up Tutorials</a> -<a href="#">Grammar notes</a> -<a href="#">Language Workshop</a> -<a href="#">WordSharp</a></li> </ul>	<p><b>Routine Writing</b></p> <ul style="list-style-type: none"> <li>● Journal writing (write and respond to prompts and reactions to selected nonfiction pieces paying close attention to intended audience, literary techniques used, rhetorical devices employed, or strengths/ flaws in argument.)</li> <li>● Conduct short compositions which 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.</li> </ul>

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<p>considers how violence intrudes upon and affects the course of people’s lives, using two stories from Collection 4 using MLA style.</p>	<p style="text-align: center;"><a href="#">-Writing and Research in a Digital Age</a></p> <ul style="list-style-type: none"> <li>● <b>Additional Grammar Resources</b></li> <li>-<a href="#">Grammarly Handbook</a></li> <li>-<a href="#">Strunk and White: Elements of Style</a></li> <li>-<a href="#">Lynne Truss Eats, Shoots and Leaves</a> (commas)</li> <li>-<a href="#">Patricia T. O’Conner: Woe is I</a></li> </ul>	
<b>Instructional Best Practices and Exemplars</b>		
<p><b>Instructional Best Practices:</b></p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Guided Inquiry</li> <li>● Collaboration</li> <li>● Independent Practice</li> <li>● Reflection</li> <li>● Teacher Read Aloud Strategy (teacher-led, targeted, brief, frequent and content enriching pieces)</li> </ul> <p><a href="#">Learning Levels for Instruction and Assessment</a></p> <p><a href="#">Bloom Taxonomy Action Verbs</a></p> <p><a href="#">Special Education Modifications, Supplementary Aids and Services, Assistive Devices</a></p> <p><b>Further Standards Integration:</b></p> <ul style="list-style-type: none"> <li>● Review and reinforce skills by utilizing <b>Level Up Tutorials:</b> Making inferences, Main Idea, Supporting Details, Analyzing Arguments, Evidence, Universal and Recurring Themes</li> <li>● Weave in Kagan Structures to reinforce objectives and concepts as well as promote peer collaboration and accountability</li> <li>● Review and reinforce Interactive Whiteboard Lessons: Evaluating an Argument, Summarizing Text, Author’s Purpose and Perspective, Evaluating Arguments, Theme/Central Idea, Role of Setting <a href="#">Interactive Whiteboard Lessons</a></li> <li>● Model and practice annotation</li> <li>● Utilize rubrics in <i>Collections</i> and on PARCC</li> <li>● Connect Interdisciplinary Content (magazines, articles, newspapers, current events)</li> </ul>	<p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Analytical Writing Strategies: TEPAC</a></li> <li>● <a href="#">Appendix of Strategies</a></li> <li>● <a href="#">Close Reading Strategies</a></li> <li>● <a href="#">Compare and Contrast Strategies</a></li> <li>● <i>Purdue Owl</i> <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> <li>● <i>Teen Ink</i> <a href="http://www.teenink.com">www.teenink.com</a></li> <li>● <a href="#">from Tools and Texts by Jim Burke</a></li> <li>● <i>Exhibit and Analyze model student work</i></li> </ul>	

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

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**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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Graphic novels</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> <li>○ Extended time as needed</li> <li>○ Read directions aloud</li> <li>○ Assist with organization</li> </ul> | <ul style="list-style-type: none"> <li>○ Use of computer</li> <li>○ Emphasize/highlight key concepts</li> <li>○ Recognize success</li> <li>○ Provide timelines for work completion</li> <li>○ Break down multi-step tasks into smaller chunks</li> <li>○ Provide copy of class notes</li> <li>○ Graphic organizer</li> <li>○ Sentence Starters</li> </ul> |
|---|---|

**ELL Students**

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:

**Enrichment/Gifted**

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](#)

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- o *Making Content Comprehensible for English Language Learners: The SIOP Model*
- o *99 Activities for Teaching English Language Arts to English Language Learners*

**Interdisciplinary Connections**

**Social Studies:**

**6.2.12.GeoPP.6.a:** Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

**6.2.12.HistoryCC.5.d:** Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.

**6.2.12.HistoryCC.5.g:** 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.

**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 NJSL 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.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

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**Unit 4 Grade 12**

<b>Unit 4 Reading Standards</b>		<b>Unit 4 Reading Critical Knowledge and Skills</b>
<p>RL.11-12.1. Cite strong and thorough textual evidence <b>and make relevant connections</b> to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. <b>Accurately</b> cite strong and thorough textual evidence, (e.g., via <b>discussion, written response, etc.</b>), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> <li>● Make personal connections, connections to other texts, and/or global/historical connections when relevant</li> <li>● Analyze the text and identify explicit and implicit textual evidence</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias)</li> <li>● Draw inferences using implicit and explicit text evidence</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Support inference using several examples from the text</li> <li>● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> </ul>
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, <b>and</b> provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development <b>and</b> how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas in a text</li> <li>● Recognize supporting details for themes/central ideas</li> <li>● Analyze themes/central ideas as it develops over the course of the text</li> <li>● Make inferences through the use of details, word choice, and literary elements regarding the thematic development</li> <li>● Use the text to draw conclusions</li> <li>● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth, dimension and complexity)</li> <li>● Construct an objective summary of the text</li> </ul>
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction</li> <li>● Explain how these choices impact the overall story</li> <li>● Critique those choices as they pertain to the overall story</li> </ul> <p>RI.11-12.3:</p> <ul style="list-style-type: none"> <li>● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc.) of the text</li> <li>● Explain why the structure of the text is ordered as it is</li> <li>● Explain how the author’s choices impact the meaning of the text</li> </ul>



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<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>		<ul style="list-style-type: none"> <li>● Assess figurative meaning</li> <li>● Assess connotative meaning</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Identify tone of text</li> <li>● Explain how specific diction creates tone</li> <li>● Explain how the tone supports the themes as well as the overall meaning of the text</li> </ul>
<p>RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>		<ul style="list-style-type: none"> <li>● Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements)</li> <li>● Analyze how an author has chosen to structure a text and order events within it</li> <li>● Conclude why the author chose that structure and how it enhances the work as a whole</li> </ul>
<p>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).</p>		<ul style="list-style-type: none"> <li>● Identify and assess the point of view</li> <li>● Determine what the text literally and figuratively states</li> <li>● Determine what the text actually means, considering satire, sarcasm, irony, and understatement</li> <li>● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose</li> </ul>
<p>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.</p>		<ul style="list-style-type: none"> <li>● Identify when an author draws on and then transforms source material (such as a theme or topic) from another text</li> <li>● Identify foundational and canonical American texts</li> <li>● Identify and examine how different texts from the same era/genre approach the same theme/topics</li> </ul>
<p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently</p>	<p>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12–CCR text complexity band independently and proficiently.</p>	<ul style="list-style-type: none"> <li>● Closely read various forms of literature and literary nonfiction independently, proficiently, and, fluently</li> <li>● Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text</li> <li>● Generate connections among ideas and between texts</li> <li>● Consider and evaluate a wider range of textual evidence</li> <li>● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts</li> <li>● 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</li> </ul>

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Unit 4 Writing Standards	Unit 4 Writing Critical Knowledge and Skills
<p>W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.2.E. Establish and maintain a <b>style and tone appropriate to the audience and purpose</b> (e.g. <b>formal and objective for academic writing</b>) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.f. Provide a concluding <b>paragraph</b> or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> <li>● Effectively select, organize, and analyze content</li> <li>● Determine how many facts, definitions, details, quotations and other information are needed</li> <li>● Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience</li> <li>● Use relevant and sufficient facts, definitions, details, and quotes</li> <li>● Examine and communicate complex ideas, concepts, or information clearly and accurately</li> <li>● Develop a topic</li> <li>● Introduce a topic by arranging ideas, concepts, and information to show interrelationships</li> <li>● Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing</li> <li>● Choose a formal style and objective tone</li> <li>● Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies</li> <li>● Incorporate analysis of textual evidence to further content</li> <li>● Format effectively</li> <li>● Organize graphics</li> <li>● Provide multimedia when useful</li> <li>● Use transitions and syntax to link together the major sections of the text</li> <li>● Write a concluding paragraph or section that supports the information presented</li> </ul>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> <li>● Define writing task type and its appropriate organizational structure</li> <li>● Define and understand the writing purpose</li> <li>● Determine and address the audience (intended reader) appropriately</li> <li>● Distinguish and utilize appropriate style</li> </ul>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, <b>or consulting a style manual (such as MLA or APA Style)</b>, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> <li>● Create and utilize appropriate planning templates</li> <li>● Understand and practice revision techniques</li> <li>● Comprehend writing as a process</li> <li>● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience</li> <li>● Determine what details and/or information is most appropriate for a specific purpose</li> <li>● Understand writing as a process rather than a product</li> </ul>
<p>W.11-12.6. Use technology, including the Internet, to produce, <b>share</b>, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<ul style="list-style-type: none"> <li>● Use technology proficiently for production, publication, and collaboration</li> <li>● Link and cite sources</li> <li>● Create shared writing products for feedback</li> <li>● Assess feedback from peers</li> <li>● Adapt writing according to feedback</li> <li>● Respond to ongoing feedback utilizing digital software</li> </ul>

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<p>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.</p>	<ul style="list-style-type: none"> <li>● Conduct short and more sustained research projects</li> <li>● Conduct research drawing on multiple sources</li> <li>● Understand steps of an investigation</li> <li>● Develop an inquiry question</li> <li>● Refocus inquiry/generate additional questions when appropriate</li> <li>● Know how to broaden or narrow an inquiry</li> <li>● Synthesize and summarize information from a variety of sources, achieving a new insight</li> <li>● Evaluate multiple sources and their content</li> </ul>
<p>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).</p>	<ul style="list-style-type: none"> <li>● Gather grade level appropriate print and digital information</li> <li>● Consider the sources in terms of task, audience, and purpose</li> <li>● Assess the validity of each source as it pertains to the specific task, purpose and audience</li> <li>● Assess whether information from reliable and authoritative sources is relevant</li> <li>● Utilize a variety of sources, not depending on one specific source</li> <li>● Consider how the use of sources contributes to the overall flow of the piece</li> <li>● Paraphrase correctly</li> <li>● Follow a standard format for citation (MLA, APA, etc.)</li> </ul>
<p>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]").</p>	<ul style="list-style-type: none"> <li>● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research</li> <li>● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme</li> <li>● Utilize evidence to support analysis, reflection, and research</li> <li>● Apply evidence to discussion and writing</li> </ul>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> <li>● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision</li> <li>● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences</li> <li>● Synthesize research gathered over shorter time frames into a long-term research project</li> <li>● Manage a long-term research project that incorporates research, reflection, and revision</li> </ul>

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Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with <b>peers on grade 11 topics, texts, and issues</b>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.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.</p> <p>SL.11-12.1.B. <b>Collaborate</b> with peers to promote civil, democratic discussions and decision making, set clear goals and <b>assessments (e.g., student-developed rubrics)</b>, and establish individual roles as needed.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● Effectively participate in one-on-one, group, and teacher-led discussions</li> <li>● Prepare for discussions</li> <li>● Read and research materials beforehand</li> <li>● Articulate ideas clearly and persuasively in a discussion</li> <li>● Refer to evidence from texts and other research</li> <li>● Draw from and build on the ideas of others in a discussion</li> <li>● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity</li> <li>● Set guidelines for class discussions</li> <li>● Establish goals and roles for group members and adhere to assigned roles</li> <li>● Participate in polite and democratic discussions and decision-making activities.</li> <li>● Self-monitor the work and assign specific tasks as needed</li> <li>● Respect and promote diverse perspectives in a discussion or collaborative activity</li> <li>● Encourage others to participate in a discussion or collaborative activity</li> <li>● discuss and question the argument and evidence</li> <li>● Make certain that a variety of possible arguments have been heard</li> <li>● Respond thoughtfully</li> <li>● Summarize where others agree and disagree with ideas and perspectives</li> <li>● 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</li> <li>● Incorporate new synthesized ideas into discussion</li> </ul>
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, <b>qualitatively</b>, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<ul style="list-style-type: none"> <li>● Listen to and assess multiple sources of information in diverse formats and media</li> <li>● Utilize multiple sources of information in order to make decisions</li> <li>● Evaluate the credibility and accuracy of each source</li> </ul>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> <li>● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant</li> <li>● Correlate the speaker's argument with the student's own</li> <li>● Identify logical fallacies; judging if any of the speaker's reasoning is misleading.</li> <li>● Move from passive listener to active participant</li> <li>● Consider and assess the speaker, argument, organization, diction, and tone.</li> <li>● Use evidence from sources/text to prove fallibility in speaker's reasoning</li> </ul>
<p>SL.11-12.4. Present information, findings, and supporting evidence <b>clearly, concisely, and logically</b>. <b>The content, organization, development, and style are appropriate to the task, purpose, and audience.</b></p>	<ul style="list-style-type: none"> <li>● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective</li> <li>● Draw information from primary and secondary sources, and provide a conclusion</li> <li>● Differentiate and critique opposing viewpoints</li> </ul>

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	<ul style="list-style-type: none"> <li>Organize, develop, and produce a presentation in a style appropriate to my purpose and audience</li> <li>Present information clearly, concisely, and logically</li> <li>Use correct eye contact</li> <li>Adapt volume and tone to audience and purpose</li> <li>Speak with clear pronunciation</li> </ul>
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.	<ul style="list-style-type: none"> <li>Consider, determine and apply the most strategic use of digital media</li> <li>Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements</li> </ul>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> <li>Assess and adapt speech delivery to audience and purpose</li> <li>Understand the difference between formal and informal presentations and demonstrate a command of formal English</li> </ul>
<b>Unit 4 Language Standards</b>	<b>Unit 4 Language Critical Knowledge and Skills</b>
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.	<ul style="list-style-type: none"> <li>Utilize and incorporate appropriate grammar and usage in writing and speaking</li> <li>Understand that language and appropriate usage changes</li> <li>Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation</li> </ul>
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.	<ul style="list-style-type: none"> <li>Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling</li> </ul>
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. <b>Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</b>	<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different situations</li> <li>Apply knowledge of language to make effective choices to shape the meaning and style</li> <li>Apply knowledge of language to comprehend more fully when reading, listening, or speaking</li> <li>Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work</li> <li>Write using a variety of task-appropriate syntaxes</li> </ul>
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).	<ul style="list-style-type: none"> <li>Use context clues to derive word meaning</li> <li>Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns</li> <li>Consult reference materials to derive word meanings and correct pronunciation of words</li> <li>Trace the etymology of words</li> </ul>

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<p>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.</p> <p>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).</p>	
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> <li>• Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox</li> <li>• Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk)</li> </ul>
<p><b>Additional Standards</b></p>	<p><b>Resources</b></p>
<p>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.</p>	<p><a href="#">Career Ready Practices</a>  U.S. Department of labor <a href="#">Occupational Outlook Handbook</a>  Occupational Information Network <a href="#">O*NET</a>  <a href="#">New Jersey Student Learning Standards Standard 9 21st Century Life and Careers</a></p>
<p>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.</p>	<p><a href="#">WIDA Proficiency Standards</a>  <a href="#">Content Related to WIDA Proficiency Standards</a></p>

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**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 12 Unit 4: What is Natural**

*Collection 6*

**Essential Questions**

- **How do our experiences in the natural world differ from indoor experiences inside our homes, in school, or in public places?**
- **How can nature give people a different perspective on the world and on themselves?**
- [Essential Questions for the CCSS Anchor Standards](#)

District/School Formative Assessment Plan	District/School Summative Assessment Plan
<ul style="list-style-type: none"> <li>● Complete the practice benchmark ELA Literacy Assessment Practice Test Unit 6 (Collection Resource section)</li> <li>● Respond to the Performance Task Writing Activity: Write an informative essay/Write a personal narrative</li> <li>● Close Reading and Evidence Tracking: 484b,490b,500b</li> <li>● Teacher Created Formative Assessment: i.e.: <a href="#">3 2 1 formative assessment</a>, <a href="#">Exit/Admit Tickets/ One Minute Responses</a></li> </ul>	<ul style="list-style-type: none"> <li>● ELA Literacy Assessment Unit 6 (Collection Resource Section)</li> <li>● End of Collection Performance Task A/B</li> <li>● Teacher Created Summative Assessment</li> <li>● Optional Assessments (online teacher tab “performance assessment”)               <ul style="list-style-type: none"> <li>- Assessment for each story</li> <li>- Unit Collection Assessment (skill-based culmination)</li> </ul> </li> <li>● <b><u>Task 1: Personal Narrative</u></b></li> <li>● <b><u>Task 2: Explanatory Essay</u></b></li> </ul>
District/School Texts	District/School Supplementary Resources
<p><i>Collections Grade 12: Collection 6, and Close Reader (consumable)</i></p> <p><b><u>Required Reading:</u></b></p> <ul style="list-style-type: none"> <li>● Essay by Annie Dillard “Living Like Weasels” Lexile 1040</li> <li>● Essay by Louise Erdrich “Local Deer”</li> <li>● Poems by William Carlos Williams and Jennifer Chang “Pastorals”</li> </ul>	<p><b><u>Collections Supplements:</u></b></p> <ul style="list-style-type: none"> <li>● <i>Close Reader</i> consumable</li> <li>● <a href="#">Collections Teacher Resources</a> 6:(<i>Online Resource requires Login</i>)               <ul style="list-style-type: none"> <li>-History.com</li> <li>-A&amp;E</li> <li>-Channel One News</li> <li>-HMHFYI.com</li> <li>-Interactive Lessons Level Up Tutorials</li> </ul> </li> <li>● <a href="#">Collections Writing Resources</a> (<i>Online Resource requires Login</i>)</li> </ul>

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**And one or more of the following:**

- Poem by Elinor Wylie “Wild Peaches”
- Poem by William Carlos Williams “Spring and All”
- Documentary directed by Russ Spencer *Being Here: The Art of Dan Horgan*
- Essay by Linda Hogan “Dwellings” Lexile 1070
- Short Story by Rick Bass “The Hermit’s Story” Lexile 1500

**Differentiated Levels of Texts:**

**Level I**

- “Effects of Air Pollution on Human Health”  
<https://read.activelylearn.com/#teacher/reader/authoring/preview/53410/notes>
- “Seven Spectacular Weather Events - and What Causes Them”  
<https://read.activelylearn.com/#teacher/reader/authoring/preview/763030/notes>
- Readworks “Lightning and Fire”  
<https://read.activelylearn.com/#teacher/reader/authoring/preview/717396/notes>

**Level II**

- Cooper, Arnie “Hawaii Volcano Puts on a Show, but Travelers Won’t have Ringside Seats”  
<https://read.activelylearn.com/#teacher/reader/authoring/preview/717035/notes>
- Santos-lozada, Alexis “Why Puerto Rico’s Death Toll from Hurricane Maria is so much Higher than Officials Thought”  
[Why Puerto Rico's Death Toll from Hurricane Maria is so much Higher than Officials Thought](https://read.activelylearn.com/#teacher/reader/authoring/preview/717035/notes)

**Web Resources:**

- *Actively Learn* <https://read.activelylearn.com>
- *Adolescent Literature* <http://www.adlit.org/>
- *Audio Books Sync* <http://audiobooksync.com/>
- *Common Lit Reading* [CommonLit | Free Reading Passages and Literacy Resources](https://www.commonlit.org/)
- *Core Standards Appendix A*  
[http://www.corestandards.org/assets/Appendix\\_B.pdf](http://www.corestandards.org/assets/Appendix_B.pdf)
- *Core Standards Appendix C*  
[http://www.corestandards.org/assets/Appendix\\_C.pdf](http://www.corestandards.org/assets/Appendix_C.pdf)
- *Edmodo* [www.edmodo.com](http://www.edmodo.com)
- *Free Rice* [Freerice.com](http://www.freerice.com)
- *Internet4Classrooms* [Internet4Classrooms](http://www.internet4classrooms.com)
- *Kahoot* [www.kahoot.com](http://www.kahoot.com)
- *Khan Academy* <https://www.khanacademy.org/humanities>
- *Media Center Database Resources* [WTHS DATABASES 2017-2018](https://www.wths.org/wths-databases-2017-2018)
- *Newsela* [www.Newsela.com](http://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](http://www.quizlet.com)
- *Read Write Think* [www.readwritethink.com](http://www.readwritethink.com)
- *Root Words* <http://mseffie.com/assignments/roots/roots.html>
- *SAT Prep* [www.satprep.com](http://www.satprep.com)
- *Scholastic* <https://www.scholastic.com/teachers/search-results/?search=I&filters=&text=9-12>
- *Teen Ink* [teenink.com](http://www.teenink.com)
- *Teen Reads* <https://www.teenreads.com/>
- *ThinkCERCA* [ThinkCERCA | Personalized Close Reading & Argumentative Writing](https://www.thinkcerca.org/)
- *Tween Tribune* [www.tweentribune.com](http://www.tweentribune.com)
- *Utah Education Network* [https://www.uen.org/7-12interactives/lang\\_arts.shtml](https://www.uen.org/7-12interactives/lang_arts.shtml)
- *Vocabulary* [Vocabulary](https://www.vocabulary.com/)



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<p><b>Level III</b></p> <ul style="list-style-type: none"><li>• “Preventing Hazardous Waste Problems” <a href="https://read.activelylearn.com/#teacher/reader/authoring/preview/534084/notes">https://read.activelylearn.com/#teacher/reader/authoring/preview/534084/notes</a> Urban, Tim “The Fermi Paradox” <a href="#">The Fermi Paradox</a></li></ul> <p><b>Holt McDougal British Literature Grade 12</b></p> <ul style="list-style-type: none"><li>• <a href="#">Blake, William “from Songs of Innocence”</a> <a href="#">Wordsworth, William “Lines Composed a Few Miles Above Tintern Abbey”</a></li><li>• <a href="#">Shaw, George Bernard “Pygmalion”</a></li></ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"><li>• Additional Texts from Collections <a href="https://my.hrw.com/content/hmof/language_arts/hmhcollections/sources/gr12/additional_texts/index.html">https://my.hrw.com/content/hmof/language_arts/hmhcollections/sources/gr12/additional_texts/index.html</a></li></ul> <p><b>Independent Reading:</b> (Controlled choices by teacher or student selected with teacher’s approval)</p> <p><b>Required Vocabulary:</b></p> <ul style="list-style-type: none"><li>• Sadlier: <i>Vocabulary Workshop</i> Level G (Weekly/Biweekly)</li><li>• <i>Collections</i> Critical Vocabulary and Vocabulary Strategies</li><li>• Academic Vocabulary (words traditionally used in academic dialogue and text, i.e. annotate, interpret, critique, summarize, etc.) <a href="http://www.d93schools.org">www.d93schools.org</a></li></ul>	<ul style="list-style-type: none"><li>• <a href="#">Vocabulary Test Vocabulary Tests and Games on VocabTest.com - Free Vocabulary</a></li><li>• <i>TheWeek</i> <a href="http://theweek.com">theweek.com</a></li><li>• <i>YouTube</i> <a href="http://www.youtube.com">www.youtube.com</a></li></ul> <p><b><u>Grade-Specific Novels and Other Selections</u></b> <i>(to be implemented at Teacher’s discretion)</i></p> <p><b><u>Diversity, Equity &amp; Inclusion Educational Resources</u></b> <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></p>
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**District/School Writing Tasks**

<b>Primary Focus</b>	<b>Secondary Focus</b>	<b>Routine Writing</b>
<p>This collection reveals personal insights gained through encounters with the natural world.</p> <p><b><u>Task 1: Personal Narrative</u></b> Write a personal narrative in which you describe and reflect on a memorable encounter with nature. Compare your experience with those portrayed in "Living Like Weasels" and another selection in the collection.</p> <p><b><u>Task 2: Explanatory Essay</u></b> Explain how nature can give people a different perspective on the world and on themselves. Use two selections from Collections 6 to support thoughts and ideas.</p>	<ul style="list-style-type: none"> <li>● <b><u>Required:</u></b> Language and Style section found within and following each selection</li> <li>● <b><u>Required:</u></b> Research Skills: narrowing a topic, citations, finding and evaluating sources, avoiding plagiarism, MLA format               <ul style="list-style-type: none"> <li>-<a href="#">Writing and Research in a Digital Age</a></li> </ul> </li> <li>● <a href="#">List of Writing and Research Skills</a></li> <li>● Media Center Database Resources <a href="#">WTHS DATABASES 2017-2018</a></li> <li>● Additional resources and topics found in <a href="#">Collections Teacher Resources Myhrw.com</a> (requires login)               <ul style="list-style-type: none"> <li>-<a href="#">Interactive Whiteboard Lessons</a></li> <li>-<a href="#">Interactive Lessons</a></li> <li>-<a href="#">Level Up Tutorials</a></li> <li>-<a href="#">Grammar notes</a></li> <li>-<a href="#">Language Workshop</a></li> <li>-<a href="#">WordSharp</a></li> <li>-<a href="#">Writing and Research in a Digital Age</a></li> </ul> </li> <li>● <b>Additional Grammar Resources</b> <ul style="list-style-type: none"> <li>-<a href="#">Grammarly Handbook</a></li> <li>-<a href="#">Strunk and White: Elements of Style</a></li> <li>-<a href="#">Lynne Truss Eats, Shoots and Leaves</a> (commas)</li> <li>-<a href="#">Patricia T. O'Conner: Woe is I</a></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● 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.)</li> <li>● 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.</li> </ul>

**Instructional Best Practices and Exemplars**

<p><b>Instructional Best Practices:</b></p> <ul style="list-style-type: none"> <li>● Explicit Instruction</li> <li>● Modeling</li> <li>● Guided Practice</li> <li>● Guided Inquiry</li> <li>● Collaboration</li> <li>● Independent Practice</li> </ul>	<p><b>Exemplars:</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Analytical Writing Strategies: TEPAC</a></li> <li>● <a href="#">Appendix of Strategies</a></li> <li>● <a href="#">Close Reading Strategies</a></li> <li>● <a href="#">Compare and Contrast Strategies</a></li> </ul>
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- 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](#)
- 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.

- *Purdue Owl*  
<https://owl.english.purdue.edu/owl/>
- *Teen Ink* [www.teenink.com](http://www.teenink.com)
- [from Tools and Texts by Jim Burke](#)
- *Exhibit and Analyze model student work*

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**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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>○ Small group instruction</li><li>○ Audio books</li><li>○ Text-to-speech platforms</li><li>○ Leveled texts</li><li>○ Modeling and guided practice</li><li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li><li>○ Read directions aloud</li><li>○ Repeat, rephrase and clarify directions</li></ul> | <ul style="list-style-type: none"><li>○ Extended time as needed</li><li>○ Break down assignments into smaller units</li><li>○ Provide shortened assignments</li><li>○ Modify testing format</li><li>○ Graphic organizers</li><li>○ Sentence Starters</li><li>○ Consistent structured routine</li><li>○ Simple and clear classroom rules</li><li>○ Frequent feedback</li></ul> |
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**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:

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>○ Audio books</li> <li>○ Text-to-speech platforms</li> <li>○ Leveled texts</li> <li>○ Graphic novels</li> <li>○ Leveled informational texts via Actively Learn, Newsela, and TweenTribune</li> </ul> | <ul style="list-style-type: none"> <li>○ Use of computer</li> <li>○ Emphasize/highlight key concepts</li> <li>○ Recognize success</li> <li>○ Provide timelines for work completion</li> <li>○ Break down multi-step tasks into smaller chunks</li> <li>○ Provide copy of class notes</li> </ul> |
| <ul style="list-style-type: none"> <li>○ Extended time as needed</li> <li>○ Read directions aloud</li> <li>○ Assist with organization</li> </ul>  | <ul style="list-style-type: none"> <li>○ Graphic organizer</li> <li>○ Sentence Starters</li> </ul>  |

**ELL Students**

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:

**Enrichment/Gifted**

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](#)

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- *Making Content Comprehensible for English Language Learners: The SIOP Model*
- *99 Activities for Teaching English Language Arts to English Language Learners*

- [REVISED Bloom's Taxonomy Action Verbs](#)

**Interdisciplinary Connections**

**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),(HLS2-2)

**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.ED.1:** Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.