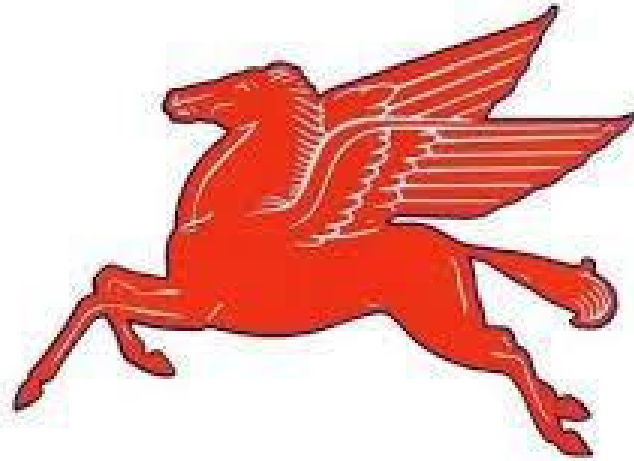


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



English III/Grade 11

UPDATED 2022

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: 2022

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Paulsboro Public Schools

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Ms. Stacey DiMeo, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

DEFINITIONS

NJ Student Learning Standards – Clear and specific benchmarks for students' achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards – These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

Gifted and Talented Learners – Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners – Students in need of support and interventions to improve student achievement.

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

(#) GRADE PACING CHART (2022-2023)

TOPIC	# OF DAYS	DATES	COMMENTS
<i>Unit 1: Foundations and Encounters: Early American Literature</i>	22	MP 1	<i>Creation Myth, Short Story, Nonfiction Narrative, Poem, Historical Writing, Novel, and Historical Narrative</i>
<i>Unit 2: Building a Democracy: The Revolutionary Period</i>	23	MP 1	<i>Public Document, Poem, Video, Historical Writing, Short Story, Essay, Letter, Novel, and Autobiography</i>
<i>Unit 3: The Individual and Society: Literature of the American Renaissance</i>	22	MP 2	<i>Poem, Essay, Speech, Argument, Novel, and Short Story</i>
<i>Unit 4: The Quest for Freedom: The Civil War and its Aftermath</i>	23	MP 2	<i>Speech, Letter, Diary, Infographics, Photography, Short Story, Argument, Poem, Autobiography, Novel, and Historical Writing</i>
<i>Unit 5: America Transformed: An Age of Realism</i>	22	MP 3	<i>Short Story, Essay, Articles, Poem, Novel, and Investigative Reporting</i>
<i>Unit 6: Modern and Contemporary Voices: The Modern Period to the Present Day</i>	23	MP 3	<i>Short Story, Poem, Graphic Memoir, Drama, Audio Excerpts and production images, Open Letters, Speech, Essay, Historical Writings, and Novel</i>
<i>Unit 7-Research Paper</i>	45	MP 4	<i>Research Report</i>

Unit 1: Foundations and Encounters: Early American Literature

Big Idea: What connects people to certain places? What values and beliefs shape who we are? What does it mean to be a stranger in a strange land? What happens when cultures collide?

NJSLS:

RL.11.3 RL.11-12.1 W.11.3 SL.11.5 W.11.2, W.11.7 L.11.4.a, L.11.4.c, L.11.4.d L.11.3 RL.11.2 RL.11.3 W.11.3 L.11.3.a RI.11.3 W.11.4 L.11.3 RI.11.5 SL.11.5 SL.11.1 RL.11.2 RL.11.4 W.11.8, SL.11.2, SL.11.5, SL.11.6 RI.11.2 RI.11.6 W.11.8 W.11.2.a-e L.11.4.a RL 11.10, RI 11.10 W.11.2.a-b, W.11.2, W.11.4, W.11.10, W.11.5, L.11.3.a, W.11.2.c, W.11.2.f SL.11.5, SL.11.1.a-d W.11.3

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CSI: Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

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TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

Companion Standards:

SOC9-12.1.4.2: Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

Students are able to:

- Analyze literary concepts: Plot, Flashback, character traits, Theme, Figurative Language, Imagery, Language
- Analyze Myth
- Make Inferences
- Analyze Development of Ideas
- Analyze and Evaluate Structure
- Determine Themes
- Determine Central Idea
- Analyze Primary Sources
- Write an Informative Essay

Learning Goal(s):

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions as you read.
- Make personal connections, connections to other texts and/or global connections when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts.
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation</p> <p><i>SUMMATIVE:</i> <i>NJ SmartStart Assessment 1</i> <i>Link-It Assessment</i> <i>HMH Unit Tests</i></p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Unit 2: Building a Democracy: The Revolutionary Period

Big Idea: What does oppression look like? How do we gain our freedom? How can we share power and build alliances? How do we reach our goals?

NJSLS:

RI.11.9, RI.11.4, RI.11.2 RI.11.9, RI.11.6, RI.11.5 W.11.1
SL.11.6
SL.11.1 W.11.2.d, L.11.4 RI.11.5, L.11.3 RL.11.5 RL.11.6
RL.11.2 SL.11.5 W.11.4,
SL.11.6 W.11.2.a-b, W.11.2.e, W.11.5, W.11.9.a, W.11.2
RI.11.7 W.11.7, W.11.8
SL.11.4 L.11.4.c L.11.2.a RL.11.3 SL.11.1.a-d, SL.11.4
W.11.3.a-b L.11.4.b, L.11.4.c
L.11.1 L.11.4.c, L.11.1.a, L.11.1.b W.11.2.a-c, W.11.2.f W.11.1
RL 11.10, RI 11.10
W.11.2.a-d, W.11.4 W.11.5, W.11.2.e-f, L.11.2 W.11.6,
W.11.10

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS1: Advocate and practice safe, legal, and responsible use of information and technology.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

TECH.8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

Companion Standards:

SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.2.2: Relate current events to the physical and human characteristics of places and regions.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Students are able to:	Learning Goal(s):
<ul style="list-style-type: none">• Analyze literary concepts: Argument, Imagery, Structure, Theme, Sound Devices, Tone, and Author's Purpose• Determine Central Idea, Themes, Determine Author's Purpose, Point of View, Plot• Evaluate Information in Media, Structure• Analyze Ideas and Events• Make Inferences• Write or Present a Research Project	<ul style="list-style-type: none">• Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.• Use evidence from the text to make and check predictions as you read.• Make personal connections, connections to other texts and/or global connections when relevant.• Gather evidence from the text to support inferences or explicit meaning.• Read and analyze a variety of literary genres and informational texts.• Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.• Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.• Refer to the text for support when analyzing and drawing inferences.• Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Use English Learners resources such as study guides, assessments and a visual glossary.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> NJ SmartStart Assessment 1 Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none">1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i>2. <i>HMH Writable (Text & Online Resources)</i>3. Novels4. Commonlit.com5. NewsELA.com6. Link-It7. Open Educational Resources

Unit 3: The Individual and Society: Literature of the American Renaissance

Big Idea: How can we be true to ourselves? How do we relate to the world around us? What do we secretly fear? When should we stop and reflect on our lives?

NJSLS: RL.11.5 RL.11.4, RL.11.2, L.11.5.a W.11.4 SL.11.5 RI.11.6,
RI.11.5 RI.11.3, RI.11.2 SL.11.1 W.11.2.a-c, W.11.2.f W.11.6, W.11.7, W.11.8,
SL.11.4 SL.11.1 L.11.4.d, L.11.4.c L.11.1.a, L.11.3 RL.11.2 RI.11.4, RI.11.6, RI.11.9
W.11.6 W.11.7, W.11.8, W.11.9 W.11.7, W.11.8, W.11.9
SL.11.1.a-d L.11.5.b
W.11.2.a-c, W.11.4, W.11.10 W.11.5, L.11.2 SL.11.5 RL.11.10, RI.11.10

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CS1: Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

TECH.9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

Companion Standards:

SOC9-12.1.4.2: Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.

SOC.9-12.1.2.1: Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations
Frequent writing tasks
Vocabulary Study
Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.
Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).
Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.
Use English Learners resources such as study guides, assessments and a visual glossary.

Students are able to:	Learning Goal(s):
<ul style="list-style-type: none">● Analyze literary concepts: Free Verse, Structure and Purpose, Theme, Figurative Language, Structure, Sound Devices, Imagery, Structure, Author’s Purpose, Setting, Mood, and Central Idea● Analyze Development of Ideas● Evaluate Rhetoric● Analyze Antithesis● Analyze Analogy● Paraphrase● Summarize● Analyze Allegory● Analyze Style● Analyze Symbols● Write an Explanatory Essay	<ul style="list-style-type: none">● Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.● Use evidence from the text to make and check predictions as you read.● Make personal connections, connections to other texts and/or global connections when relevant.● Gather evidence from the text to support inferences or explicit meaning.● Read and analyze a variety of literary genres and informational texts.● Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.● Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.● Refer to the text for support when analyzing and drawing inferences.● Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Unit 4: The Quest for Freedom: The Civil War and its Aftermath

Big Idea: When is self-determination possible? What causes divisions between people? How do we respond to defeat? What is the price of progress?

NJSLS:

RI.11.9, RI.11.8, RI.11.5 W.11.2 SL.11.1.a-d W.11.8 L.11.4.c
L.11.3 RL.11.4, RI.11.6 RI.11.1 W.11.7 SL.11.1 W.11.2L.11.4.d,
L.11.4.a, L.11.4.c
L.11.2 SL.11.5 RI.11.7 RL.11.6, RL.11.3 W.11.3.a-e, W.11.6
L.11.4.a RI.11.6
L.11.3.a RL 11.10, RI 11.10 W.11.1 W.11.4 W.11.10 W.11.1.a-e
W.11.5 L.11.1

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CSI: Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.D.I: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
TECH.9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change

Companion Standards:

SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2: Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations
 Frequent writing tasks
 Vocabulary Study
 Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.
 Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.
 Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).
 Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.
 Use English Learners resources such as study guides, assessments and a visual glossary.

Students are able to:

- Analyze literary concepts: Tone, Point of View, Plot, Tone, Character, and Plot
- Analyze Argument
- Analyze Persuasive Techniques
- Make Inferences
- Evaluate Sources
- Synthesize Information
- Analyze Ideas and Events
- Analyze Rhetoric
- Evaluate Arguments
- Analyze Speaker
- Analyze Rhythm
- Analyze Allusions
- Write an Argument

Learning Goal(s):

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions as you read.
- Make personal connections, connections to other texts and/or global connections when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts.
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Unit 5: America Transformed: An Age of Realism

Big Idea: How much do we control our lives? Why do humans cause harm? What are the consequences of change? What makes a place unique?

NJSLS:

RL.11.1, RL.11.3 W.11.9.a W.11.4 L.11.5.a, L.11.4.c L.11.3.a L.11.5.b W.11.7
W.11.4 RL.11.6 RL.11.4 RI.11.5, RI.11.3 RI.11.5, RI.11.3
W.11.4, SL.11.6 L.11.4.d,
L.11.4.a, L.11.4.c RL.11.6, RL.11.3 L.11.4.b L.11.2.a RL 11.10,
RI 11.10
W.11.1 W.11.3.a-e, W.11.4, W.11.10 W.11.5, W.11.3.d-e,
W.11.6

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CSI: Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

Companion Standards:

SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.2.2: Relate current events to the physical and human characteristics of places and regions.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations

Frequent writing tasks

Vocabulary Study

Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

Students are able to:

- Analyze literary concepts: Author's Purpose, Imagery, Irony, Point of View, Tone, Structure, Setting, and Character
- Analyze Satire
- Analyze Counterarguments
- Analyze Free Verse
- Determine Themes
- Analyze Author's Purpose
- Determine Central Idea
- Write a Short Story

Learning Goal(s):

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions as you read.
- Make personal connections, connections to other texts and/or global connections when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts.
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none"> 1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i> 2. <i>HMH Writable (Text & Online Resources)</i> 3. Novels 4. Commonlit.com 5. NewsELA.com 6. Link-It 7. Open Educational Resources

Unit 6: Modern and Contemporary Voices: The Modern Period to the Present Day

Big Idea: How do we deal with rejection or isolation? Can anyone achieve the American Dream? When should personal integrity come before civic duty? What would we do if there were no limits?

NJSLS:

RL.11.3 RL.11.1 W.11.10, SL.11.6 W.11.1 L.11.2 L.11.4.c
SL.11.1 RL.11.5 RL.11.4 RL.11.2 W.11.9 SL.11.1 W.11.1.a-b
W.11.2.b SL.11.1, W.11.6, W.11.7 W.11.2 SL.11.4 L.11.4.d,
L.11.4.c L.11.2 L.11.5.b L.11.3.a L.11.1
SL.11.6 W.11.4, W.11.5, W.11.6, L.11.5.b W.11.3.a-c
W.11.3.a-e, W.11.5 RL.11.10,
RI 11.10

21st Century Life and Careers:

CAEP.9.2.12.C.1: Review career goals and determine steps necessary for attainment.

CAEP.9.2.12.C.9: Analyze the correlation between personal and financial behavior and employability.

Technology Standards:

TECH.8.1.12: Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.A.CS2: Select and use applications effectively and productively.

TECH.8.1.12.C: Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.12.D.CSI: Advocate and practice safe, legal, and responsible use of information and technology.

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

TECH.8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

TECH.8.1.12.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3: Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.

TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task

Companion Standards:

SOC.9-12.1.1.1: Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

SOC.9-12.1.2.2: Relate current events to the physical and human characteristics of places and regions.

MODIFICATIONS:

Advanced Learner:

Independent research & Presentations
Frequent writing tasks
Vocabulary Study
Independent Reading.

Students with Disabilities:

Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods.

Utilize remediation resources which include assessment and intervention, in planning and instruction.

English Language Learners:

Provide hands-on activities and explanations.

Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings).

Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language.

Use English Learners resources such as study guides, assessments and a visual glossary.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Analyze literary concepts: Setting, Author's Purpose, Plot, Characters, Rhetoric, Structure,
- Make Inferences
- Analyze Blank Verse
- Analyze Language
- Analyze Graphic Novel
- Analyze Literary Devices
- Analyze Text and Media
- Evaluate Interpretations of a Drama
- Determine Central Ideas
- Determine Themes
- Analyze Figurative Language
- Analyze Form
- Analyze Reasoning
- Evaluate Evidence
- Analyze Literary Devices
- Analyze Development of Ideas
- Analyze Perspective
- Analyze Development of Ideas
- Write a Personal Narrative

Learning Goal(s):

- Closely read the text (questioning, determining importance, looking for patterns) to extract quality evidence to support a claim.
- Use evidence from the text to make and check predictions as you read.
- Make personal connections, connections to other texts and/or global connections when relevant.
- Gather evidence from the text to support inferences or explicit meaning.
- Read and analyze a variety of literary genres and informational texts.
- Probe a segment of text in order to study and evaluate its multiple, deeper, and varied meanings.
- Combine text information and prior knowledge (personal experience and/or previous reading) to create new information in the form of inferences.
- Refer to the text for support when analyzing and drawing inferences.
- Provide a statement of a theme(s) or a central idea(s) of a fictional text, based on textual evidence.

Formative/Summative Assessments	Primary & Supplementary Resources
<p><i>FORMATIVE:</i> Guided reading/ Conferencing Reading Response Journal Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Link-It Assessment HMH Unit Tests</p>	<ol style="list-style-type: none">1. <i>HMH into Literature Grade 11 (Text & Online Resources)</i>2. <i>HMH Writable (Text & Online Resources)</i>3. Novels4. Commonlit.com5. NewsELA.com6. Link-It7. Open Educational Resources

UNIT 7: Research Paper

Big Idea:

NJSLS:
 RL.11-12.1, RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.6, RI.11-12.8, W.11-12.1, W.11-12.4, W.11-12.5, W.11-12.6, W.11-12.7, W.11-12.8, W.11-12.9, W.11-12.10, L.11-12.1, L.11-12.2, D, L.11-12.3, L.11-12.5

21st Century Life and Careers:
CRP1: Act as a responsible and contributing citizen and employee.
CRP2: Apply appropriate academic and technical skills.
CRP3: Attend to personal health and financial well-being.
CRP4: Communicate clearly and effectively and with reason.
CRP5: Consider the environmental, social and economic impacts of decisions.
CRP6: Demonstrate creativity and innovation.
CRP7: Employ valid and reliable research strategies.
CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.
CRP9: Model integrity, ethical leadership and effective management.
CRP10: Plan education and career paths aligned to personal goals.
CRP11: Use technology to enhance productivity.
CRP12: Work productively in teams while using cultural global competence.

Technology Standards:
TECH.8.1.8: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.8.A.CS1: Understand and use technology systems.
TECH.8.1.8.A.CS2: Select and use applications effectively and productively.
TECH.8.1.8.A.1: Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2: Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.
TECH.8.1.8.C: Communication and Collaboration: Students use digital media and environments to

Critical Knowledge and Skills

Concept(s):

1: The ability to read a variety of text requires independence, comprehension and fluency.

- How to use text evidence to support analysis.
- Identify the theme or central idea of the text by analyzing the development of the story.
- Analyze how the text's form/structure contributes to its meaning.
- Identify how the author develops and contrasts different characters' points of view.
- Use context clues, online, or print resources to expand vocabulary usage/understanding.

2: Writing is the process of communicating in print for a variety of audiences and purposes.

- Use clear reasons and relevant evidence to support claims in arguments.
- Write a detailed story using a well-structured event sequence.
- Write a report drawing on several sources to answer a question.
- Organize relevant information from multiple credible sources and quote/paraphrase data/conclusions while citing sources.
- Use evidence from the text to support your analysis, reflection, or research.

3: Oral language and listening are tools for communicating, thinking, and learning.

- Follow the rules for discussion.
- Vary sentence structure when in a conversation.

4: A media literate person can evaluate how words, images, and sounds influence a message.

- Evaluate and understand how technology (computers, webpages, digital media, online texts and reports) assists during the writing process.

Students are able to:

- Understand the primary purpose of an academic research paper.
- Know ways to get started with the writing process.

Learning Goal(s):

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes.

<p>communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>TECH.8.1.8.D: Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>TECH.8.1.8.D.1: Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>TECH.8.1.8.D.4: Assess the credibility and accuracy of digital content. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p>	<ul style="list-style-type: none"> • Understand barriers associated with writing a research paper. • Compose a research paper 	<ol style="list-style-type: none"> 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various literary and written formats. 3. Investigate, research, and synthesize information from various media sources. 4. Follow the process for writing a research paper
<p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p>	<p>Formative/Summative Assessments</p>	<p>Primary & Supplementary Resources</p>
<p>TECH.8.1.8.E.CS2: Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.</p> <p>TECH.8.1.8.F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>TECH 9.4.12.CI.1: Demonstrate the ability to reflect, analyze and use creative skills and ideas.</p> <p>TECH 9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities and utility for accomplishing a specified task</p>	<p>FORMATIVE: Teacher Observation Class discussion Homework/Classwork</p> <p>SUMMATIVE: Final Research Paper</p>	<ol style="list-style-type: none"> 1. Chromebook 2. Open Educational resources 3. Academic Research websites 4. EBSCO Host
<p>Companion Standards:</p> <p>SOC.9-12.1.3.1: Distinguish valid arguments from false arguments when interpreting current and historical events.</p> <p>SOC.9-12.1.3.2: Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</p> <p>SOC.9-12.1.3.3: Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.</p> <p>SOC.9-12.1.4.2: Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.</p> <p>MODIFICATIONS: Advanced Learner: Independent research & Presentations</p>		

<p>Frequent writing tasks Vocabulary Study Independent Reading.</p> <p>Students with Disabilities: Students Hands on activity, cooperative learning, peer tutoring, extended time, reteach in utilizing various methods. Utilize remediation resources which include assessment and intervention, in planning and instruction.</p> <p>English Language Learners: Provide hands-on activities and explanations. Use reduced text, so that print is not so dense. Assess comprehension through demonstration or other alternative means (gestures, drawings). Give instructions/directions in writing and orally. Use of translation dictionaries to locate words in the native language. Use English Learners resources such as study guides, assessments and a visual glossary.</p>		
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