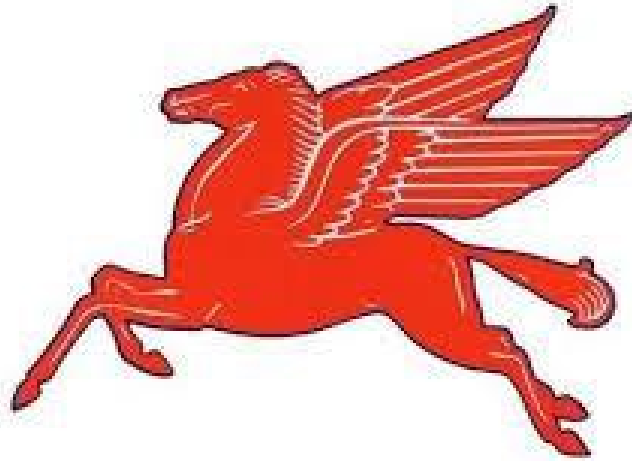


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



English IV/Grade 12

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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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: Origin of a Nation: The Anglo-Saxon and Medieval Periods</i>	22	<i>MP 1</i>	<i>Epic Poem, Narrative Poem, Romance, Short Story, Poem, Letters, Diary, Novel</i>
<i>Unit 2: A Celebration of Human Achievement: The English Renaissance</i>	23	<i>MP 1</i>	<i>Drama, Film Clips, Poem, Literary Criticism, Speech, Articles, Novel</i>
<i>Unit 3: Tradition and Reason: The Restoration and the Eighteenth Century</i>	22	<i>MP 2</i>	<i>Satire, Editorial, Poem, Diary, Argument, Articles, Novel, Memoir,</i>
<i>Unit 4: Emotion and Experimentation: The Flowering of Romanticism</i>	23	<i>MP 2</i>	<i>Poem, Novel, Essay, Novel</i>
<i>Unit 5: An Era of Rapid Change: The Victorians</i>	22	<i>MP 3</i>	<i>Novel, Documentary, Narrative Poem, Essay</i>
<i>Unit 6: New Ideas, New Voices: Modern and Contemporary Literature</i>	23	<i>MP 3</i>	<i>Short Story, Essay, Poem, Speech, Editorial</i>
<i>Unit 7-Research Paper</i>	45	<i>MP 4</i>	<i>Research Report</i>

Unit 1: Origin of a Nation: The Anglo-Saxon and Medieval Periods

Big Idea: What makes someone a hero? What is true chivalry? Can we control our fate? What happens when a society unravels?

NJSLS:

RL.12.2 RL.12.4 RL.12.5 RL.12.3 RL.12.10b RL.12.3
RL.12.4
RL.12.10b RI.12.5, RI.12.6, SL.12.1.a, SL.12. 4 RI.12.6
RI.12.1 RI.12.6 RI.12.5
RI.12.6, RI.12.5, SL.12.4, SL.12.1.aW.12.3, W.12.3.a-e,
W.12.10, W.12.4, W.12.3.b,
W.12.5, W.12.6 W.12.10 SL.12.6 SL.12.2 W.12.3.b,
W.12.3.e, W.12.7 SL.12.6.2
SL.12.1.a, SL.12.4 W.12.10 W.12.7 SL.12.1.a W.12.3.a,
W.12.3.b W.12.7 SL.12.1
W.12.10 W.12.7 SL.12.2 W.12.3 W.12.7 SL.12.1.a W.12.2
W.12.7, SL.12.2, L.12.4,
L.12.1.a L.12.4.c, L.12.1.b L.12.4.a L.12.4.c, L.12.1.a L.12.1,
L.12.2.b, L.12.4.a
RL.12.4 L.12.3.a L.6.1c L.12.3 L.12.1 L.12.3

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

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.

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.

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.

- 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: Plot, Flashback, character traits, Structure, Narrator, Conflict, Characterization, Tone
- Determine Themes
- Analyze Old English Poetry
- Make Predictions
- Analyze Fantasy
- Monitor Comprehension
- Analyze Primary Sources
- Make Inferences
- Evaluate Author's Purpose
- Analyze a Diary
- Compare Primary Sources
- 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.

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.

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: A Celebration of Human Achievement: The English Renaissance

Big Idea: What can drive someone to seek revenge? How does time affect our feelings? What's the difference between love and passion? How do you defy expectations?

NJSLS:

RL.12.5, RL.12.3 RL.12.4 W.12.2 W.12.10 SL.12.1 L.12.5.a
SL.12.6 SL.12.5 SL.12.1.a W.12.4 W.12.7, W.12.8, W.12.9
W.12.2 SL.12.2 SL.12.1
RL.12.4, RL.12.6, L.12.5.a L.12.4 L.12.3 RI.12.10b SL.12.6
W.12.3 RL.12.10, RI
12.10

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.

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.

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

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.9-12.1.2.1: 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: Conflict, Arguments, Central Ideas, Rhetorical Devices● Analyze Dramatic Plot● Analyze Soliloquy● Analyze Interpretations of Drama● Analyze Metaphysical Conceits● Interpret Ideas in Poetry● Interpret Figurative Language● Analyze Speaker● Compare Themes● Analyze Historical Context● Analyze Text Features● Summarize and Paraphrase Texts● Compare Across Genres● Write a Literary Analysis	<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>	<p>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</p>

Unit 3: Tradition and Reason: The Restoration and the Eighteenth Century

Big Idea: How can satire change people's behavior? What is your most surprising friendship? What keeps people from reaching their potential?

NJSLS:

RL.12.6, L.12.5.a RI.12.5 W.12.10 SL.12.1 W.12.7 L.12.4.d, L.12.4.a L.12.3.a L.12.3 L.12.4.b RL.12.4 RL.12.2 SL.12.6 SL.12.5 L.12.4.a RI.12.1 W.12.3 RI.12.6 RI.12.5 RI.12.10.b RL.12.3 RI.12.6 RI.12.3 SL.12.1.a, W.12.7 SL.12.1 L.12.1 RL 12.10, RI 12.10 W.12.10 W.12.4 W.12.3.a-e W.12.5

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.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:	Learning Goal(s):
<ul style="list-style-type: none"> ● Analyze literary concepts: Author’s Point of View, Narrator, Themes, and Tone ● Analyze Satire ● Understand Author’s Purpose ● Analyze Development of Ideas ● Analyze Elegy ● Analyze Social Context ● Make Inferences ● Evaluate Rhetorical Devices ● Analyze Counterarguments ● Make Predictions ● Integrate and Evaluate Information ● Compare Across Genres ● Analyze Historical Setting ● Analyze Memoirs ● Compare Across Genres ● Write a Personal Narrative 	<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: Emotion and Experimentation: The Flowering of Romanticism

Big Idea: What can nature offer us? How do you define beauty? How can science go wrong? What stirs your imagination?

NJSLS:

RL.12.10.b RL.12.4 W.12.10, W.12.2, W.12.7 SL.12.1 SL.12.5
RL.12.5 RL.12.4 SL.12.6 W.12.3 RL.12.4 L.12.4.b
RI.12.10.b RI.12.1 W.12.7,
W.12.1 SL.12.4 SL.12.1 L.12.6 L.12.3.a SL.12.2 SL.12.4 RL
12.10, RI 12.10
W.12.10, W.12.2.a-c, W.12.2.f W.12.4 W.12.9 W.12.5
W.12.6 RL 12.10, RI 12.10

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.

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.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: Imagery, ● Analyze Romantic Poetry ● Analyze Stanza Structure ● Analyze Rhyme Scheme ● Analyze Apostrophe ● Analyze Science Fiction ● Analyze Motivation ● Evaluate an Essay ● Monitor Comprehension ● Analyze Ode ● Analyze Diction ● Compare Themes ● Understand Historical Background ● Analyze Symbols ● Compare Poems ● 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 5: An Era of Rapid Change: The Victorians

Big Idea: What is a true benefactor? How do you view the world? What brings out cruelty in people? Which invention has had the greatest impact on your life?

NJSLS:

RL.12.3 W.12.10 W.12.7 SL.12.1 L.12.4.a L.12.1 SL.12.2, RI.12.7
W.12.3 SL.12.5 RL.12.6 RL.12.4 SL.12.6 SL.12.1 L.12.4.a L.12.3 RI.12.7 RI.12.5
L.12.4.c L.12.3.a RL.12.4 RL.12.2, SL.12.1.a, SL.12.4 RL.12.10, RI.12.10

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.

TECH.8.1.12.D.I: 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.

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: First-Person Point of View, Setting, Allegory, Mood, Plot, Characterization, and Imagery
- Integrate and Evaluate Information
- Analyze Compare-and-Contrast
- Essay
- Analyze Extended Metaphors
- Analyze Sound Devices
- Compare Themes
- Draw Conclusions About Speakers Imagery
- Compare Themes
- Present

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: New Ideas, New Voices: Modern and Contemporary Literature

Big Idea: What makes people feel insecure? Why is it hard to resist social pressure? What is the power of symbols? How do you measure a person's worth?

NJSLS:

RL.12.6, RL.12.3 RL.12.4 W.12.10 SL.12.5 SL.12.1.a, SL.12.1.b
L.12.4.b L.12.1 RL.12.10.b SL.12.1.12.4.d, L.12.4.a, L.12.1.b
L.12.3 RI.12.10.b
RI.12.3 SL.12.1.a L.12.3.a L.12.4.c SL.12.1 SL.12.2 SL.12.4
RI.12.6 L.12.4.b L.12.1
L.12.3 L.12.2.a W.12.4, W.12.1.a-e, W.12.9, W.12.5, W.12.8,
W.12.6 RL 12.10, RI
12.10 W.12.2

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.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.

Students are able to:	Learning Goal(s):
<ul style="list-style-type: none"> ● Analyze literary concepts: Mood, Setting ● Evaluate an Unreliable Narrator ● Analyze Third-Person-Point of View ● Evaluate Character ● Analyze Reflective Essay ● Analyze Cause-and-Effect Relationships ● Make Predictions ● Understand Modernist Poetry ● Analyze Stream of Consciousness ● Make Inferences ● Understand Symbolism ● Analyze Rhythmic Patterns ● Compare Themes ● Evaluate Persuasive Techniques ● Identify Repetition and Parallelism ● Analyze Deductive Reasoning ● Evaluate a Counterargument ● Compare Arguments ● Write an Argument 	<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> 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.

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.

<p>TECH.8.1.8.B.CS2: Create original works as a means of personal or group expression.</p> <p>TECH.8.1.8.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.</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> <p>TECH.8.1.8.E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</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>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>Students are able to:</p> <ul style="list-style-type: none"> • Understand the primary purpose of an academic research paper. • Know ways to get started with the writing process. • Understand barriers associated with writing a research paper. • Compose a research paper <p>Formative/Summative Assessments</p> <p><i>FORMATIVE:</i> Teacher Observation Class discussion Homework/Classwork</p> <p><i>SUMMATIVE:</i> Final Research Paper</p>	<p>Learning Goal(s):</p> <ol style="list-style-type: none"> 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes. 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>Primary & Supplementary Resources</p> <ol style="list-style-type: none"> 1. Chromebook 2. Open Educational resources 3. Academic Research websites 4. EBSCO Host
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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.

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