TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM

Content Area: ENGLISH LANGUAGE ARTS

Course Title: ELA

Grade Level: 11th

The Dynamics of Classism, Sexism, and Racism in American Literature	The Cause and Effects of Propaganda in American Literature
Future Careers and the Nature of Work in American Literature	Violence and Criminalization in American Literature
Rebels, Dreamers, and the Concept of Isolation in American Literature	The Nature of Man and Environment in American Literature
Idealism vs. Realism in American Literature	America and Foreign Policy in American Literature
Innocence vs. Experience in American Literature	Post-Modernism in American Literature

Date Created: 07/16/12

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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: The Dynamics of Classism, Sexism, and Racism in American Literature

Target Course/Grade Level: 11th

Unit Summary:

This unit emphasizes the interconnections between class, gender, and race in American Literature and non-fiction pieces. The unit will examine how politics, economics, social customs, and cultural practices as revealed in literature directly connect to current forces governing 21st century American life.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes: The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D.

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship.

Content Standards

	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas and Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE – Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple means or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.11-12.7	Analyze multiple interpretations of a story, drams, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11-12.8	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American Literature, including how two or more text from the same period treat similar themes or topics.
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: Craft and Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: Integration of Knowledge and Ideas
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address question or solve a problem. .
RI.11-12.8	Delineate and evaluate the argument and reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist,* presidential addresses*).*
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING: Range of Reading and Level of Text Complexity
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11 CCR text complexity band proficiently, with scaffolding as needed t the high end of the range.
	WRITING – Text Types & Purposes
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claim (s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly, and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. values and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.

W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including

	a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one sourced and following standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • .Apply *grades 11–12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing

	the stance, premises, links among ideas, word choice, points of emphasis and tone used.
	SPEAKING & LISTENING – Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style re appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g*.,* Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE – Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11-12 reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. Or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their

	role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.
9.1.12A.4	Justify problem solving strategies used n the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback loop when problem solving
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of post secondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.

9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A.17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
- How are classism, sexism and/or racism demonstrated in this selection - What re specific examples from the texts used - How do these works compare/contrast with today - What are the effects of these issues on individuals and society	*Students will understand…* - Will understand how literature may reflect the society and changes within the society and or time period. - Will understand how to create change within a society - Will understand the impact of their actions on individuals - To understand how a variety of literary genre can deal with the same issue
Unit Objectives	**Unit Objectives**
Students will know… - How people are organized in a variety of societies - How standards of a society have/have not changed	*Students will be able to…* - Students will be able to find specific examples from the reading to support conclusions made - Students will be able to demonstrate writing skills needed to develop a well writing essay in preparation for the HSPA

OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning

Formative Assessments

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research
- Response Journals

- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Editing and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions

- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper on project
- Essay Test
- Group Writings
- Interviews done by students
- Essays-narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/504 Plan Requirements
- Follow all IEP/504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided a necessary
- Differentiated Instruction
- Movement from teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- **Overhead Projector**
- **Maps**
- **Photo copies of materials where texts are limited**
- **Guest speakers**
- **www.theoceancountylibrary.org**
- **www.turnitin.com**
- **District E-boards**
- **www.owl.english.perdue.edu**
- **TV/DVD**
- **LCD Projector or IPADIPHONE – to TV Cables**

- **Computers**
- **www.trschools.com/databases from Media Center**
- **Suggested Reading:**
- *The Crucible*
- *The Auto-Biography of Malcolm X*
- *Up from Slavery*
- *The adventures of Huckleberry Finn*
- *The Yellow Wall Paper*
- *Fences*
- *We Beat the Streets*
- Poetry of Langton Hughes, Ann Bradstreet, Sylvi Plath, Anne Sextonl
- *Winter Dreams*
- *The House on Mango Street*
- Any other material which are approved by the district that apply to this area

Exemplars of Reading Text:
http://www.online--literature.com/hawthorne/scarletetter (T*he Scarlett Letter)*
http://www.ushistory.org/declaration/document/ (*The Declaration of Independence)*
http://poetryfoundation.org/poem/242442
http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf **was used to locate websites. Websites span all literary genres and also include information texts.**

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp. Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies, since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to <u>infer (and predict)</u> information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to <u>discriminate what is important from what is not</u>. Children will be able to use this information to <u>determine main ideas and themes</u> of texts.

9. Students will stop often while reading to <u>synthesize</u> the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Unit Title: Future Careers and the Nature of Work in American Literature

Target Course/Grade Level: 11th grade

Unit Summary

This unit emphasizes the nature of work in American Literature. The unit will examine how various careers have affected characters in literature as well as in non-fiction pieces. The unit will contain a project in which students will research a particular field of interest.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D.

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship.

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<tr><td>RL. 11-12.6</td><td>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td></tr>
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<tr><td>RL.11-12.7</td><td>Analyze multiple interpretations o a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</td></tr>
<tr><td>RL.11-12.8</td><td>(Not applicable to literature).</td></tr>
<tr><td>RL.11-12.9</td><td>Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</td></tr>
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<tr><td>RL.11-12.10</td><td>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with</td></tr>
</table>

	scaffolding as needed at the high end of the range.
	READING: LITERATURE - Key Ideas & Details
RI. 11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI. 11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summer of the text.
RI. 11-12.3	Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE - Craft & Structure
RI. 11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI. 11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI. 11-12.6	Determine an author's point of view or purpose n a text in which the rhetoric is particularly affected, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: LITERATURE - Integration of Knowledge & Ideas
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features..
	READING: LITERATURE - Range of Reading and Level of Text Complexity
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types and Purposes
W. 11-12. 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claims(s), distinguish the claim(s) from alternate or opposing claims, and create

	• an organization that logically sequences claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) And counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such a metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W. 11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution).

	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING - Production and Distribution of Writing
W. 11-12. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W. 11-12. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W. 11-12. 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING - Research to Build and Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.11-12. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING - Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SPEAKING & LISTENING - Comprehension & Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12

	topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
	- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. - Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization,

	punctuation, and spelling when writing.
	• Observe hyphenation conventions.
	• Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.11-126	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	[NJCCCS Technology and 21st Century Skills](#)
9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback loop when problem solving
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a greater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of post secondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand…
What is your career goal and how do you plan to accomplish it **What re the goals of the author** **What goals of society and government as shown in the**	**What do you need o do now to prepare for your chosen occupation** **How can you prepare for the cost of training** **Understand the impact on you of your chosen field** **The role of government controls on industries**

readings. Have these goals changed • **How can varied genre demonstrate the impact of work on everyday life** • **How does work impact the individual** • **How have attitudes changed related to work** • **How does the economy effect attitudes about work**	• **To appreciate the value of work**
Unit Objectives *Students will know…* • **Know how to research schools** • **Know how to research job requirements** • **Know what they need to do now to prepare for training in a specific career and the requirements for that career** • **The dramatic techniques which indicate how careers impact the individual and the family** • **The role of literature in creating change in society** • **How authors incorporate investigative reporting with works of fiction**	**Unit Objectives** *Students will be able to…* • **Write a research paper or compose a research project** • **Understand how to prevent plagiarism** • **Find supporting details which can develop and argument** • **Structure an essay which is explanatory in nature** • **Structure a position paper or essay**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments

• Class discussions directed by instructor and students
• Student questions about the selections
• Student activities in class
• Student comments about the selections
• Pre-test
• Observations of teacher while students do seat work
• Online research
• Response Journals
• Reading Quizzes
• Note-taking
• Study Guides

- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Edition and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided reading in class
- Extended time for I class rests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify test and quizzes
- Preferential seating
- Follow all IEP modifications/504 Plan Requirements
- Supplemental materials
- Appropriate scaffolding provided as necessary
- Differentiated Instructions
- Movement from teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibary.org
- www.turnitin.com
- District E-boards
- www.owl.eglish.perdue.edu
- TV/DVD
- LCD Projector or IPAD/IPHONE – to TV Cables
- Computers
- www.trschools.com/databases from Media Center
- **Reading:**
- *The Jungle*
- *The A&P*
- *Death of a Salesman*
- *We Beat The Street*
- The Autobiography

Exemplars of Reading Text:
- http://www.online-literature.com/alcottwork/1/
- http://www.poetryfoundation.org/article/243910 Work Poems
- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.Time allotted to unit will vary based on teacher preference.

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Rebels, Dreamers, and the Concept of Isolation in American Literature

Target Course/Grade Level: 11th grade

Unit Summary: The poetry unit will introduce students to a wide range of poems within the genre. Students will take a critical look at the different selections they are given in an effort to analyze poetic technique used by various writers. Students will also be introduced to different forms of poetic style and they will be asked to differentiate between the styles as the school year progresses. Finally, students will employ their knowledge of the different poetic styles and techniques as they construct their own poems.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.

- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Core Content Standards	
	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE – Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple means or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include t lest one play by Shakespeare and one play by an American dramatist.)
RL.11-12.8	Not applicable to literature
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

	READING: INFORMATIONAL – Key Ideas and Details
RI. 11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI. 11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex analysis; provide an objective summer of the text.
RI. 11-12.3	Analyze a complete set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: LITERATURE – Integration of Knowledge & Ideas
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
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RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
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W. 11-12. 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise, knowledgeable claim(s), establish the significance of the claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

	• Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns values, and possible biases. • Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) And counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language, domain-specific vocabulary and techniques such a metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W. 11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to

	convey a vivid picture of the experiences, events, setting, and/or characters.
	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W. 11-12. 4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W. 11-12. 5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W. 11-12. 6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.11-12. 9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-,nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

	• Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING – Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions.

	• Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE – Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.11-126	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of

	the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
What is a Rebel? **What does it mean to be isolated?** **Why are rebels needed?** **Why are dreamers needed?** **How re these concepts shown in a variety of genres?**	*Students will understand* **The role of rebels in our society and why they should be encouraged** **The value of the spoken word** **The importance of understanding difference among people**

• **How are the students similar to the characters who are rebelling, dreaming and/or isolated?** • **What are writers of fiction and non-fiction similar or not similar in their approaches to this area?** • **What is a philosophy? What is your philosophy?**	• **Reality is perception** • **To question all conclusions** • **To look for alternatives**
Unit Objectives *Students will know…* • **When the Revolutionary War began and how it began** • **Read a map** • **How to punctuate correctly** • **The varied meanings of vocabulary as used in the readings** • **Answer study questions in complete sentences** • **Structure an essay which relates to how others see the same thing in different way** • **Why people are influenced by group dynamics**	**Unit Objectives** *Students will be able to…* • **Read a variety of reading materials – from Patrick Henry to Emily Dickenson** • **Understand what philosophies are and how they may vary** • **See the role of the revolutionary war writings in the government of today.** • **Write a rebuttal to themes in literature** • **Be able to use the vocabulary of the 18ᵗʰ century correctly** • **Relate the works of the 18ᵗʰ-20ᵗʰ centuries to present day concerns** • **Develop empathy for others**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers

- Peer Editing and Revision Activities

Summative Assessments:
- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)
- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:
- Overhead Projector
- Maps

- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *Biography of Malcolm X*
- *I Have a Dream* -MLK
- In text – Revolutionary War writers:
    - Franklin
    - Paine
    - Jefferson
    - Henry
- *Works of Emerson and Thoreau*
- *Catcher n the Rye*
- *Slaughterhouse 5*
- *Their Eyes were Watching God*
- *The Crucible*
- *The Adventure of Huckleberry Finn/other Twain works*
- *Works of Whitman*
- *The Beat Generation*
- *The Great Gatsby*

Exemplars of Reading Text:
http://www.online--literature.com/hawthorne/scarletletter/ (*The Scarlett Letter*)
http://www.hoboes.com/FireBlade/Fiction/Wilde/earnest/ (*Song of Myself*)
http://famouspoetsandpoems.com/poets/emily_dickinson/poems/5214 (*Because I Could Not Stop for Death)*
http://www.ushistory.org/paine/commonsense/ (*Common Sense*)
http://www.ushistory.org/declaration/document/ (*The Declaration of Independence*)
http://www.online-literature.com/fitzgerald/
http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:

- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

[Like to Read](#)

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will [use a variety of fix-up strategies](#) to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by [accessing their prior knowledge](#) before reading a selection. While reading, they will learn to [make connections](#) from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of [retelling](#) to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to [summarize](#) a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to [ask questions](#) before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to [visualize](#) the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Content Area: English Language Arts

Unit Title: Idealism vs. Realism in American Literature

Target Course/Grade Level: 11th[th] grade

Unit Summary: This unit concentrates on one of the five universal themes in literature, Idealism vs. Realism. Through American literature and non-fiction pieces the cause and effect of these ideologies will be examined and evaluated.

Primary interdisciplinary connections:
History, Science, Mathematics, Technology, Art, Music

Twenty First Century themes:
The unit will integrate the 21st Century Life and Career Strands 9.1 Strand A-D
These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision
- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision
- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets	
Core Content Standards	
	READING: LITERATURE – Key Ideas and Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE – Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze in detail how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE – Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the

	text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: Craft and Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: Integration of Knowledge and Ideas
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING: Range of Reading and Level of Text Complexity
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING – Text Types & Purposes
W. 11-12. 1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise, knowledgeable claim(s), establish the significance of the claims(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns values, and possible biases. - Use words, phrases, and clauses as well as varied syntax to link the major

	sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) And counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they re writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W. 11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced,

	observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from

	texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING AND LISTENING: Presentation of Knowledge and Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.

	LANGUAGE – Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE – Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
What is idealism in relation to romanticism **What are realism and naturalism – stress the differences and similarities** **How do both idealism and realism**	*Students will understand that…* **Will understand the definitions of romanticism and realism** **Begin to develop a philosophy of their own** **Understand that life is not always helpful** **People faced with adversity can overcome** **People faced with adversity may need to change**

reflect their societies • **What events in history permitted the development of romanticism and realism** • **What techniques of characterization are used to create a dynamic character, static character and stereotype** • **What are specific examples of realism and idealism in the readings** • **What are the definitions of terms identified for SAT and HSPA vocabulary**	**goals** • **There is beauty in everyday life**
Unit Objectives *Students will know…* • **How to read a non-fiction selection** • **How to recognize characterization techniques** • **The relationship to events and content of work** • **The need for a personal philosophy** • **The relationship between nature and the romantic hero** • **See the relationship between the readings and today** • **Understand the techniques used to create a persuasive essay**	**Unit Objectives** *Students will be able to…* • **Write a persuasive essay** • **Use vocabulary from the readings effectively** • **Develop some elements which they feel should be part of their philosophy** • **Write an essay which demonstrates a specific position** • **Use specific quotations from the readings to support position** • **Relate information in readings to other courses**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning

Formative Assessments

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries

• Open-ended question responses
• Vocabulary Definitions
• Rough Drafts
• Outlines and graphic organizers
• Peer Editing and Revision Activities

Summative Assessments:

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps

- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *Last of the Mohicans*
- *Writings of Emerson and Thoreau*
- Works of Whitman
- *The Adventure of Huckleberry Finn – both original book and modified text*
- *Death of a Salesman*
- *We Beat the Streets*
- *The Great Gatsby*
- *Their Eyes Were Watching God*
- *Catcher n the Rye*
- *Poems of E.A. Robinson*
- *Winter Dreams - Fitzgerald*

Exemplars of Reading Text:
http://www.online-literature.com/fitzgerald
http://www.online-literature.com/emerson
http://www.poetryfoundation.org/poetrymagazine/article/146660
http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

[Like to Read](#)

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies. since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

Content Area: English Language Arts

Unit Title: Writing: Innocence vs. Experience in American Literature

Target Course/Grade Level: 11th

Unit Summary

This unit will investigate the concept of innocence verse experience in American Literature. The primary focus will be to analyze and evaluate the concepts in relation to fictional and non-fictional characters.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes: The unit will integrate the 21st Century Life and Career Strand 9.1 Strand A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Career: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets

Content Standards

	Language Arts Literacy Common Core Standards
	READING: LITERATURE – Key Ideas and Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE – Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE – Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE – Range of Reading & Level of Text Complexity

RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: Craft and Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: Integration of Knowledge and Ideas
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING: Range of Reading and Level of Text Complexity
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING – Text Types & Purposes
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

	audience's knowledge level and concerns. • Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.. • Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts • Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they re writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING & LISTENING – Comprehension & Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making,

	set clear goals and deadlines, and establish individual roles as needed.
	• Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
	• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING – Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE – Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex

	texts when reading.
	LANGUAGE – Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies. • Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. • Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). • Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. • Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. • Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text. • Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to

	design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
	Students will understand that…
• **How do people learn from experience?**	• **Understand that mistakes due to innocence do not doom an individual**
• **What is the most important teacher in life?**	• **People should learn from their pasts**
• **What techniques are used to develop the themes in these readings?**	• **The structure of an essay**
• **Why do writers use children to make points? (These can be**	• **Vocabulary**

• **related to text used in previous grades such as *To Kill a Mockingbird* or *Night*** • **How can a refusal to learn from events have negative effects – characters and personal?**	
Unit Objectives *Students will know…* • **Characterization techniques** • **Internal and external conflict** • **Recognition of writers' points of view** • **Vocabulary as presented in these readings** • **The difference between a protagonist and a hero**	**Unit Objectives** *Students will be able to…* • **Write a persuasive essay** • **Write an expository essay** • **Understand the use of transitional words and phrases** • **See the relationship of the past and today**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM   **Evidence of Learning**
Formative Assessments   • Class discussions directed by instructor and students   • Student questions about the selections   • Student activities in class   • Student comments about the selections   • Pre-test   • Observations of teacher while students do seat work   • Online research.   • Response Journals   • Reading Quizzes   • Note-taking   • Study Guides   • Summaries   • Open-ended question responses   • Vocabulary Definitions   • Rough Drafts   • Outlines and graphic organizers   • Peer Editing and Revision Activities
Summative Assessments   • Group/individual creative projects   • Essay questions   • Objective literary test

- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment

State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction

Movement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables

- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *We Beat the Streets*
- *The Baby Party*
- *Moby Dick*
- *Dr. Heidegarr's Experiment*
- *The Occurrence at Owl Creek Bridge*
- *Speech to Congress by Chief Joseph*
- *Works of Homes*
- *Works of Bryant*
- *House on Mango Street*
- *Catcher n the Rye*
- *Farewell to Manzanar*
- *Stand By Me*

Exemplars of Reading Text:
http://nbu.bg/webs/amb/american/4/hemingway/camp.htm
http://tabootenente.tblog.com/post/1969893241.
http://www.poetryfoundation.org/poem/181821
http://www.poetryfoundation.org/poem/175139
http://www.poetryfoundation.org/poem/171513

http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf **was used to locate websites. Websites span all literary genres and also include information texts.**

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp. Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies, since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM **Unit Overview**

Content Area: English Language Arts

Unit Title: The Cause and Effects of Propaganda in American Literature

Target Course/Grade Level: 11th grade

Unit Summary:

This unit examines the cause and effects of propaganda in American literature and non-fictional pieces. The emphasis of this unit is to clearly define and recognize current techniques and methods of propaganda in American culture and evaluate its effects on student life.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the

- interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets	

Core Content Standards

Number	Language Arts Literacy Common Core Standards
	READING: LITERATURE - Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types & Purposes
W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. Values, and possible biases. • Use words, phrases, and clauses to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and

	creative perspectives.
	• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies.
	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text.
	• Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
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9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
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9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
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9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
• **What is propaganda?** • **How does propaganda develop?** • **Why does propaganda develop?** • **How is propaganda used in fiction, non-fiction, advertising, and in the media?** • **Why is it necessary to guard the mind against the techniques of propaganda?** • **Is propaganda inherently harmful?**	*Students will understand that…* • Bias and propaganda are evident in advertising, political speech, and literature. • Detecting propaganda allows citizens to make moral and informed decisions. • Propaganda has been consistently employed as a destructive force throughout American history.

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
• **The causes and effects of propaganda in fiction, non-fiction, and a media related source** • **The literary elements used in propaganda** • **How to detect bias and propaganda** • **How to distinguish between legitimate evidence and opinions**	• **Think critically about the objectives of propaganda in a piece of fiction, non-fiction, and media source.** • **Identify multiple examples of propaganda in advertising.** • **Write a persuasive essay without using propaganda.** • **Create an advertisement employing the techniques of propaganda.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Editing and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test

• Group writings
• Interviews done by students
• Essays – narrative, expository, persuasive, reflection
• Objective vocabulary test
• Presentations of creative projects
• Presentations using technology
• Writing Portfolio
• Quarterly Assessment
• State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *The Revolutionary Period from Text*

- *The Gettysburg Address*
- *Farewell to Manzanar*
- *Persepolis*
- *Maus I*
- *Black Boy*
- *Battle Royal*
- *The Jungle*
- *The Crucible*

Exemplars of Reading Text:
- http://www.english.wisc.edu/castronovo/Papers/Propaganda.pdf
- http://www.muralmaster.org/writings/AmerProp/index.html
- http://www.teacheroz.com/WWIIpropaganda.htm
- http://www.hermes-press.com/brainwash1.htm
- http://www.racematters.org/wwsiicaptainamerica.htm

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Violence and Criminalization in American Literature

Target Course/Grade Level: 11th grade

Unit Summary:

This unit examines relationship between violence and criminalization in American Literature. This unit will use non-fictional pieces to attempt to illuminate the criminal psyche as well as diagnose potential disorders in characters from fictional pieces.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship.

	Learning Targets

Core Content Standards

Number	Language Arts Literacy Common Core Standards
	READING: LITERATURE - Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types & Purposes
W.11-12.1	<u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. Values, and possible biases. • Use words, phrases, and clauses to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the argument presented.
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative

	perspectives.
	• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies. - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage. - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. - Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text. - Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
 • **Define the concept of violence.** • **Is violence more than a physical act?** • **How is violence used in fiction, non-fiction, advertising, and the media? Does violence in fiction, non-fiction, advertising, and in media encourage or promote violence?** • **Does violence in fiction, non-fiction, advertising, and the media en**	*Students will understand that…* • **Violence in the media is an issue surrounded by controversy.** • **Violence is present in fiction, non-fiction, advertising, and in the media.** • **Excessive exposure to violent acts is linked with aggressive behavior.** • **The criminal justice system in America requires reform.** • **The criminal mind in fiction, non-fiction, advertising, and the media reflects the values of the society that created it.**

• **What circumstances and factors create an atmosphere for violence to occur?** • **How can community members create safe neighborhoods?** • **Is the criminal justice system creating or helping to diminish violence?** • **Is the criminal mind developed through circumstance or genetics?**	
Unit Objectives *Students will know…* • **How to recognize symptoms of criminal behavior and analyze characters that display these symptoms** • **How to distinguish the difference between media that promotes violence and media that aims to stop violence** • **How to recognize the precursors to violent acts** • **How to help diminish violence** • **How to develop sound opinions based on facts**	**Unit Objectives** *Students will be able to…* • **Research the topic of violence in the media.** • **Research the history of violence in literature.** • **Analyze the particular violence in a given piece of literature.** • **Diagnose a character.** • **Sentence a character with a jury of their peers.**

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- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *The Adventures of Huckleberry Finn*
- *A good Man is Hard to Find*
- *A Rose for Emily*
- *Trifles*
- *Where are you going, Where have you been?*
- *Hostage*
- *Teenage Wasteland*
- *Battle Royal*
- *Barn Burning*
- *House on Mango Street*
- *We Beat the Street*
- *Ethics of Living Jim Crow*

Exemplars of Reading Text:
- http://www.poetryfoundation.org/poem/237406
- http://www.poetryfoundation.org/harriet/2007/04/responding-to-violent-poems-in-the-classroom/
- http://www.mendeley.com/research/violence-american-literature/

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

The teacher should use mini-lessons and small groups to teach, demonstrate and investigate together how to use these strategies. Eventually, students understand the reading strategies and have the confidence to know when to apply each one.

IMPORTANT NOTE: There is no order for teaching these strategies, since we use them all at once anyway.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to <u>visualize</u> the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to <u>infer (and predict)</u> information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to <u>discriminate what is important from what is not</u>. Children will be able to use this information to <u>determine main ideas and themes</u> of texts.

9. Students will stop often while reading to <u>synthesize</u> the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: The Nature of Man and Environment in American Literature

Target Course/Grade Level: 11th grade

Unit Summary:

This unit will examine the nature of man in relation to his or her environment in American Literature and non-fiction pieces. The unit targets environmental awareness and the concepts of "going green."

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship.

	Learning Targets

Core Content Standards

Number	Language Arts Literacy Common Core Standards
	READING: LITERATURE - Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types & Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. Values, and possible biases. • Use words, phrases, and clauses to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
	• Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	• Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	• Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	• Use precise language and domain-specific vocabulary to manage the complexity of the topic.
	• Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
	• Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
	• Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
	• Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
	• Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution).
	• Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
	• Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative

	perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies.
	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text.
	• Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	NJCCCS Technology and 21st Century Skills
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
 • **Is man inherently good or even?** • **Is nature inherently good or evil?** • **How is man portrayed as inherently good in literature, media, and nonfiction?** • **How is nature portrayed as inherently evil in literature, media, and nonfiction?** • **What can be done to increase the appreciation of nature and the humanities?**	*Students will understand that…* • **Humans are demonstrated in literature to be in conflict within themselves.** • **Religious texts demonstrate an inherent belief in original sin and a fallen world.** • **Transcendentalist philosophers believed in the essential goodness of man.** • **Nature is portrayed as both benevolent and malevolent in literature, media, and nonfiction.** • **Promoting the health of both man and environment is essential to sustain long term life.**

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
• **How to develop their own philosophy or choose a belief system** • **How to analyze a writer's philosophy** • **How to connect and commune with nature** • **How to respect the environment** • **How to "go-green" for their body and their environment**	• **Evaluate the beliefs of Transcendentalists and religious thinkers.** • **Compare and contrast the portrayal of nature in fictional and non-fictional pieces** • **Create a list of resolutions in an effort to "go green" both internally and externally.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Editing and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test

- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center

- **Reading:**
- *The Transcendentalists*
- *Slaughterhouse 5*
- *Catcher in the Rye*
- *Call of the Wild*
- *To Build a Fire*
- *Flight*
- *Their Eyes Were Watching God*
- *One Flew Over the Cuckoo's Nest*
- *Poetry of Frost and Sandburg*
- *Documentaries such as Gas Land*
- *Walt Whitman's Leaves of Grass*

Exemplars of Reading Text:
- http://www.readwritethink.org/classroom-resources/lesson-plans/persuasive-essay-environmental-issues-268.html
- http://www.poetryfoundation.org/poem/173907
- http://www.online-literature.com/emerson/588/
- http://www.poetryfoundation.org/learning/article/243464

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

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[Like to Read](#)

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IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: America and Foreign Policy in American Literature

Target Course/Grade Level: 11th grade

Unit Summary:

This unit focuses on American literature and nonfiction pieces that primarily deal with America's involvement with another country. The goal is to analyze the correlation between political thought and agendas and its effect on American creativity.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.

- Model digital citizenship.

Learning Targets	

Core Content Standards

Number	[Language Arts Literacy Common Core Standards]
	READING: LITERATURE - Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types & Purposes
W.9-10.1	<u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. Values, and possible biases. • Use words, phrases, and clauses to link the major sections of the text, create

	cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative

	perspectives.
	• Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use

L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies.
	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text.
	• Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	[NJCCCS Technology and 21st Century Skills](#)
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.

9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
• **What is American Foreign Policy?** • **How is American Foreign Policy used in fiction, non-fiction, advertising, and in the media?** • **How is Nationalism and Foreign Policy connected?** • **Is America the world's hero? Does it have to be?**	*Students will understand that…* • **Writers have continually critiqued the efforts of America as the world's hero.** • **Nationalism has radically changed in America from the Revolutionary period to our commercial post-modern society.** • **Despite collective failures, Americans endeavor to bring democracy and the declaration of life, liberty, and the pursuit of happiness world-wide.**
Unit Objectives *Students will know…* • **How to compare and contrast a**	**Unit Objectives** *Students will be able to…* • **Define American Foreign Policy.**

change in national values • **How to extrapolate the execution of a law from a literary source** • **How a governing belief can change the world** • **Examples of those who persevere in the face of adversity**	• **Examine American Foreign Policy in fiction, non-fiction, advertising, and in a media related source.** • **Develop opinions about the concepts that govern America** • **Research American involvement with a country of their choice.** • **Present research findings to the class.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Editing and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test

- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu
- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center
- **Reading:**
- *Maus I*
- *Innocence Abroad*
- *The Revolutionary Period Writers*
- *Farewell to Manzanar*

- *Persepolis*
- *Mother Tongue*
- *House on Mango Street*
- *Ambush – Tim O'Brien*
- *Why Soldiers Won't Talk – Steinbeck*
- *Survival in Auschwitz – Primo Levi*
- *Armistice – Bernard Malamud*
- *The Sun Also Rises*
- *Mexicans Begin Jogging – Gary Soto*
- *Letter from Birmingham Jail*
- *Camouflaging the Chimera – Yusef Komunyakaa*
- *Letter from Paradise…Joan Didion*

Exemplars of Reading Text:
- http://www.ushistory.org/paine/commonsense/ (Common Sense)
- http://www.ushistory.org/declaration/document/ (The Declaration of Independence)

- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

Like to Read

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Unit Overview

Content Area: English Language Arts

Unit Title: Post-Modernism in American Literature

Target Course/Grade Level: 11th grade

Unit Summary:

This unit focuses on the philosophies Post-Modernism in American Literature and non-fiction. The goal of this unit is to identify and evaluate the effects of Post-Modernism on American society and culture.

Primary interdisciplinary connections:

History, Science, Mathematics, Technology, Art, Music

Twenty First Century Themes:

The unit will integrate the 21st Century Life and Career Strands A-D

These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Careers: Vision

- Applies critical thinking and problem-solving skills to make reasoned decisions at home, in the workplace, and in the global community.
- Uses effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace.
- Is financially literate and financially responsible at home and in the broader community.
- Demonstrates creative and entrepreneurial thinking by recognizing and acting on promising opportunities while accepting responsibility for possible risks.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Produces community, business, and political leaders who demonstrate core ethical values, including the values of democracy and free enterprise, during interactions with the global community.

Technology: Vision

- Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
- Think critically and creatively to solve problems, synthesize and create new knowledge, and make informed decisions that affect individuals, the world community, and the environment.
- Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
- Employ a systemic approach to understand the design process, the designed world, and the interrelationship and impact of technologies.
- Model digital citizenship.

Learning Targets
Core Content Standards

Number	Language Arts Literacy Common Core Standards
	READING: LITERATURE - Key Ideas & Details
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.2	Determine two or more themes or central idea of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the authors' choices regarding how to develop and relate elements o a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors).
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	READING: LITERATURE - Integration of Knowledge & Ideas
RL.11-12.7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)).
RL.11-12.8.	(Not applicable to literature)
RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics).
	READING: LITERATURE - Range of Reading & Level of Text Complexity
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	READING: INFORMATIONAL – Key Ideas and Details
RI.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says

	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	READING: LITERATURE – Craft & Structure
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	READING: INTEGRATION OF KNOWLEDGE AND IDEAS
RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.11-12.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).
RI.11-12.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	READING; RANGE OFREADNGAND LEVEL OF TEXT COMPLEXITY
RI.11-12.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	WRITING - Text Types & Purposes
W.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. • Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. • Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns. Values, and possible biases.

	• Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the argument presented.
W.9-10.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. • Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. • Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, and is significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and toward a particular tone and outcome (e.g., a sense of mystery, suspended, growth, or resolution). • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	WRITING – Production & Distribution of Writing

W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	WRITING – Research to Build & Present Knowledge
W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience, integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. • Apply grades 11-12 *Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). • Apply grades11-12 *Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. tests, including the application and constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes and arguments in works of public advocacy [e.g., *The Federalist* presidential addresses]").
	WRITING – Range of Writing
W.11-12. 10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and , purposes.
	SPEAKING AND LISTENING: Comprehension and Collaboration
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

	• Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. • Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. • Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse media or formats and media (e.g., visually, quantitatively, orally) in order to make decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	SPEAKING & LISTENING - Presentation of Knowledge & Ideas
SL.11-12.4	Present information, findings, and supporting evidence, convening a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range o formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
	LANGUAGE - Conventions of Standard English
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. • Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language

L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
	• Vary syntax for effect, consulting references (e.g. Tufte's *Artful Sentences)* for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	LANGUAGE - Vocabulary Acquisition & Use
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 *reading and content*, choosing flexibly from a range of strategies.
	• Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	• Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).
	• Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or clarify its precise meaning, its part of speech, or its etymology, or its standard usage.
	• Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• Interpret figures of speech (e.g., hyperbole, paradox in context and analyze their role in the text.
	• Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
	[NJCCCS Technology and 21st Century Skills](#)
9.1.12.A.1	Apply critical thinking and problem solving strategies during structured learning.
9.1.12.A.2	Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.
9.1.12.A.4	Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.
9.1.12.B.1	Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.B.2	Create and respond to a feedback lop when problem solving.
9.1.12.B.3	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem solving strategies during structured learning experiences, service learning, or volunteering.
9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service learning activity that addresses a local, national, or worldwide need.
9.1.12.C.2	Analyze the common traits of effective state, national, or international leaders.
9.1.12.C.3	Explain why some current or past world leaders have had a grater impact on people and society than others, regardless of their countries of origin.
9.1.12.C.5	Assume a leadership position by guiding the thinking o peers in a direction that leads to a successful completion of a challenging task or project.
9.1.12.D.1	Interpret spoken and written communication within the appropriate cultural context.
9.1.12.D.2	Determine the immediate and long term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
9.4.12.A.1	Demonstrate language arts knowledge and skills required to pursue the full range of postsecondary education and career opportunities.
9.4.12.A.4	Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
9.4.12.A.5	Demonstrate use of concepts, strategies and systems for obtaining and conveying ideas and information to enhance communication.
9.4.12.A.6	Locate, organize, and reference written information from various sources to communicate with others.
9.4.12.A.8	Use correct grammar, punctuation, and terminology to write and edit all documents.
9.4.12.A.9	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
9.4.12.A.15	Use oral and written communication skills in creating, expressing, interpreting information and ideas, including technical terminology, and information related to this cluster.
9.4.12.A.16	Employ critical thinking skills (e.g. analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.
9.4.12.A-17	Employ critical thinking and interpersonal skills to resolve conflicts.
9.4.12.A.18	Identify, write, and monitor performance goals to guide progress in assigned areas of responsibility and accountability.
9.4.12.A.19	Conduct technical research to gather information necessary for decision making.

Unit Essential Questions	Unit Enduring Understandings
• **What is Post-Modernism?** • **What are the critiques of Post-Modernistic philosophy?** • **What are the techniques used in Post-**	*Students will understand that…* • **Post-modern philosophy denies the existence of any ultimate principles, and it lacks the optimism of there being a scientific, philosophical, or religious truth which will explain everything for**

	everybody.
Modern film, literature, and non-fiction?	• Post-modern philosophy is a paradox in that it also cannot be held as an ultimate principal.
• What are the influences of Post-Modernism?	• Post-modern literature attempts to draw from and pastiche together thoughts, readings, and philosophies from older literary schools of thought.
• How is Post-Modern thought affecting the youth of America?	

Unit Objectives	Unit Objectives
Students will know…	*Students will be able to…*
• **The school of philosophical thought that governs their culture, media, and literature**	• **Create a loose definition for Post-Modernism.**
• **How to critique philosophical thought**	• **Read and critique Post-Modern fiction and non-fiction.**
• **All writing throughout American history has been influenced by the culture from which it came and reflects the values of that culture**	• **Evaluate post-modern film such as a documentary.**
	• **Employ the use of at least one technique of post-modernism in a narrative piece of writing.**
	• **Create a short graphic to illustrate their narrative.**

TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

Formative Assessments:

- Class discussions directed by instructor and students
- Student questions about the selections
- Student activities in class
- Student comments about the selections
- Pre-test
- Observations of teacher while students do seat work
- Online research.
- Response Journals
- Reading Quizzes
- Note-taking
- Study Guides
- Summaries
- Open-ended question responses
- Vocabulary Definitions
- Rough Drafts
- Outlines and graphic organizers
- Peer Editing and Revision Activities

Summative Assessments

- Group/individual creative projects
- Essay questions
- Objective literary test
- Homework – study questions
- Group evaluations
- Final Draft Research paper or project
- Essay test
- Group writings
- Interviews done by students
- Essays – narrative, expository, persuasive, reflection
- Objective vocabulary test
- Presentations of creative projects
- Presentations using technology
- Writing Portfolio
- Quarterly Assessment
- State Assessment

Modifications (ELLs, Special Education, Gifted and Talented)

- Use of lap top for writing essays and notes
- Guided readings in class
- Extended time for in class tests and/or writing
- Large print text
- LDS person in inclusion classes
- Aide used to take notes
- Tape recorder of class discussion
- Conferences
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential Seating
- Follow all IEP/ 504 Plan Requirements
- Supplemental materials
- Appropriate Scaffolding provided as necessary
- Differentiated Instruction
- **M**ovement from Teacher directed learning to student directed learning

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Overhead Projector
- Maps
- Photo copies of materials where texts are limited
- Guest speakers
- www.theoceancountylibrary.org
- www.turnitin.com
- District E-boards
- www.owl.english.perdue.edu

- TV/ DVD
- LCD Projector or IPAD/ IPHONE – to TV Cables
- Computers
- www.trschools.com / databases from Media Center

- **<u>Reading</u>:**
- *Slaughterhouse 5*
- *Catch 22*
- *The House on Mango Street*
- *Love in L.A.*
- *Not for Sale*
- *The Lesson*
- *Mother Tongue*
- *Any current poems or short stories*

Exemplars of Reading Text:
- http://www.postmodern-art.com/
- http://www.bing.com/images/search?q=post+modern+art&qpvt=post+modern+art&FORM=IGRE
- http://www.bing.com/images/search?q=postmodern+architecture&qpvt=postmodern+architecture&FORM=IGRE
- http://www.ehow.com/how_2179042_read-postmodern-literature.htm1
-
- http://www.dpi.state.nc.us/docs/acre/standards/common-core-tools/exemplar/ela.pdf was used to locate websites. Websites span all literary genres and also include informational texts.

Curriculum documents of the following districts were referenced in the development of this curriculum:
Barnegat Twp., Lacey Twp., Lakewood Twp., Stafford Twp., Pinelands Regional, Ocean Twp. , Pt. Pleasant, Berkeley Twp., Manchester Twp., Brick Twp., Jackson Liberty & Jackson Memorial H.S., Wall Twp. H.S.

Teacher Notes:
- All materials used are governed by availability and the preference of the teacher.
- Goals and evaluations will be determined by the ability level of the students.
- Teachers may modify text length with supplemental material.
- Students will be encouraged to read additional material of their choice to be used for book reports.
- Wherever possible, unit should be linked to HSPA or state mandatory assessments.
- Sequence of unit covered will vary depending on materials available to teachers.
- Time allotted to unit will vary based on teacher preference.

[Like to Read](#)

When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which to focus. It takes 4-6 weeks to study ONE strategy. Students need the in-depth study.

IMPORTANT NOTE: If you are in a school where many or all teachers are setting up proficient reader classrooms, you will no longer need this monthly timeline. When your kids come to you with a great working understanding of a strategy, you will only need to fine-tune with harder texts. That will give you more time to work on the more difficult strategies like determining importance and synthesis. And remember, THERE IS NO ORDER FOR TEACHING THESE STRATEGIES. Since we use them all at once anyway, create a timeline that

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works for you.

1. Children will use a variety of fix-up strategies to read unfamiliar words. Students will learn to pronounce words, determine meanings in context, and figure out words using knowledge of root words, prefixes and suffixes, among other strategies. They will learn to figure out the meaning of an unfamiliar word. Sometimes that results from figuring out how to pronounce the word. Sometimes that is by inferring from context. Of the two skills, students need to know that figuring out the meaning is more important.

2. Children will deepen their comprehension by accessing their prior knowledge before reading a selection. While reading, they will learn to make connections from the text to themselves, the text to other texts and movies, and the text to world. By recognizing what is unknown in the text and thinking about what is known from personal experience, other texts and the world, the reader will build confidence in using personal connections to get meaning from what was originally unknown. By explaining how these connections help them understand the text, their comprehension will improve.

3. Students will build on their knowledge of retelling to recall important details. Students will learn to discern what is most important to use in the retelling.

4. Students will learn to summarize a small selection in as few words as possible. Students will break longer selections into smaller parts and summarize as they read. By summarizing in this headline-writing fashion, students will begin to sort out main ideas from details of the text.

5. Students will learn to ask questions before, during and after reading and to seek answers to deepen their understanding of the text. By bringing their own questions to small groups, students will examine what they don't know and get help in comprehending.

6. Students will learn to visualize the details of a text. They will use other sensory images like dramatizing and drawing to help them better understand what they are reading.

7. Children will learn to infer (and predict) information before, during, and after reading. Children will learn to distinguish between inferences, assumptions, and opinions by backing up their conclusions with evidence.

8. Children will be able to discriminate what is important from what is not. Children will be able to use this information to determine main ideas and themes of texts.

9. Students will stop often while reading to synthesize the information gained from texts to form opinions, change perspectives, develop new ideas, find evidence, and, in general, enhance a personal understanding of the concepts presented in a text.