

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

Content Area: ENGLISH LANGUAGE ARTS

Course Title: ELA

Grade Level: 12th

**Sharing Ideas and Perspectives:
Writing, Research, and Avoiding Plagiarism for
College and Career Readiness**

**Revolution and Change:
The Puritan and Restoration Period
In British and World Literature**

**The Hero's Journey:
The Ancient and Anglo-Saxon Period
In British and World Literature**

**The Individual, Nature, and Science:
The Romantic and Victorian Period
In British and World Literature**

**Class Structure and Daily Life:
The Medieval Period
In British and World Literature**

**Existentialism and Modern Life:
The Modern and Contemporary
Period
In British and World Literature**

**Tragic Flaws and Human Nature:
The Renaissance Period
In British and World Literature**

**Education, Vocation, and Economics:
Life Skills for College and Career
Readiness**

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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM

Unit Overview

Content Area: English Language Arts

Unit Title: Sharing Ideas and Perspectives: Writing, Research, and Avoiding Plagiarism for College and Career Readiness

Target Course/Grade Level: 12th

Unit Summary:

Focus on informational text, research paper, understanding plagiarism and proper citation, and MLA format.

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](#)

1. Apply information-literacy skills to access, manage, and communicate information using a range of emerging technological tools.
2. 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.
3. Gain enhanced understanding of global interdependencies as well as multiple cultural perspectives, differing points of view, and diverse values.
4. Employ a systemic approach to understand the design process, the designed world, and the

interrelationship and impact of technologies.	
<ul style="list-style-type: none"> • 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 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., <i>The Federalist</i> , 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. <ul style="list-style-type: none"> • 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

	<p>sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
W.11-12.2	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> 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	<p>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.)</p>

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 source and following standard format for citation.
W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grades 11–12 Reading standards</i> 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 <i>grades 11-12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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

	<p>topic or issue; clarify, verify, or challenge ideas and conclusions and promote divergent and creative perspectives.</p> <ul style="list-style-type: none"> 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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> 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., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> Vary syntax for effect, consulting references (e.g., <i>Tufte’s Artful Sentences</i>) 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 <i>grades 11-12 reading and content</i> , choosing flexibly from a range of strategies.

	<ul style="list-style-type: none"> • 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., <i>conceive, conception, conceivable</i>). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
	<p><u>NJCCCS Technology and 21st Century Skills</u></p>
9.1.12.A.1	<p>Apply critical thinking and problem-solving strategies during structured learning.</p>
9.1.12.A.2	<p>Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</p>
9.1.12.A.4	<p>Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.</p>
9.1.12.B.1	<p>Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p>
9.1.12.B.2	<p>Create and respond to a feedback loop when problem solving</p>
9.1.12.B.3	<p>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.</p>
9.1.12.C.1	<p>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.</p>
9.1.12.C.2	<p>Analyze the common traits of effective state, national, or international leaders.</p>
9.1.12.C.3	<p>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.</p>
9.1.12.C.5	<p>Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p>
9.1.12.D.1	<p>Interpret spoken and written communication within the appropriate cultural</p>

	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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • In what ways does the thesis and overall purpose of your writing (argumentative/persuasive, informational/explanatory/expository, narrative/creative, etc) influence the supporting arguments and evidence, structure, style, and other significant aspects of your research and writing? • How does independent research into high-quality sources improve your understanding of the topics and issues you are interested in or need to know about for college or career readiness? • How can sources of information be critically assessed to ensure that they are of sufficient quality for research? • Why is plagiarism a problem and 	<p>Unit Enduring Understandings</p> <p><i>Students will understand...</i></p> <ul style="list-style-type: none"> • Independent research using high-quality sources provides deeper understanding as well as more precise knowledge of the researched topic • Focusing a topic to ensure that it is neither too broad nor too narrow, as well as critically assessing the quality of potential sources, allows the researcher to focus their research and writing for maximum effectiveness • Writers can develop and strengthen their own original ideas and information by critically assessing, learning from, and building on the original intellectual and/or creative work previously done by experts in the field and others who have made relevant contributions to the subject • Properly citing and crediting sources for their ideas and information helps the researcher avoid plagiarism and honors the value of
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<p>what are key strategies for avoiding it?</p> <ul style="list-style-type: none"> • What is the difference between a quote, a paraphrase, common knowledge, and original student-generated text? • What is the writing process and how is it helpful in developing high-quality writing? • What kind of process would be effective to follow to ensure high-quality research? 	<p>others' original intellectual and/or creative work</p> <ul style="list-style-type: none"> • Applying effective step-by-step processes assists writers and researchers in developing and creating accurate, high-quality work
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • The thesis and overall purpose (argumentative/ persuasive, informational/explanatory/expository, narrative/creative, etc) of a given piece of writing has an influence on the supporting arguments and evidence, structure, style, and other significant aspects of the research and writing used to develop and create it • The use of high-quality sources of information increases a writer's understanding and knowledge of a topic and improve the quality of their own ideas, information, and writing • Plagiarism includes both intentional as well as unintentional use of others' original intellectual and/or creative work without providing proper citation and credit • Appropriate methods for accurately researching, citing, and attributing direct quotes, paraphrases, direct quotes embedded within larger paraphrases, illustrations and graphics, audio/video clips to be included in digital presentations, etc. • Effective methods for presenting as well as evaluating the presentation of a published work, including oral presentations, digital presentations (PowerPoint, website, blog, etc), 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Focus and select a topic so that it is neither too broad nor too narrow in order to maximize the effectiveness of their research and writing • Apply critical-thinking skills to assess the relative quality of sources • Employ professional standards such as MLA format and citation methods, etc, as well as effective research and writing processes and procedures in order to ensure high-quality, accurate work and avoid both intentional and unintentional plagiarism • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities

<p>print presentations (book, newspaper or magazine article, MLA-format paper, essay, etc), and so on.</p> <ul style="list-style-type: none"> • The application of professional standards such as MLA format and citation methods, etc, improves the quality of a writer’s work and helps enable participation and inclusion within a given educational or professional community. 	
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OCEAN COUNTY ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Subject-and Source-Quality Assessment • Writing Assignments • Graphic Organizers • Journals/Do Now • Cooperative Groups • Peer Conferencing/Editing

<p>Summative Assessments</p> <ul style="list-style-type: none"> • Research Paper Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments
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<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students’ abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration • Heterogeneous students grouping • Movement from teacher teacher-directed learning to student –directed learning • Supplemental materials • Teacher-led and student-led conferences
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Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

- Pens and Pencils / Paper
- Chalkboard / Whiteboard
- Computer / Internet Access
- LCD / Overhead Projector
- DVD / VCR Equipment
- District Approved and Selected Text (eg independently researched primary and secondary nonfiction sources; plagiarism and MLA format guides; HS Media Center, Ocean County Library; etc)
- Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)
- Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)

Exemplars of Reading Text:

Common core exemplars for the research paper and MLA format

<http://www.webenglishteacher.com>

<http://www.readthinkwrite.org>

<http://www.mla.org>

<http://www.owl.english.purdue.edu/owl>

<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:

Barneget 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:

- Infuse various literary genres throughout this unit
- Maintain a writing portfolio for each student
- The following foundational skill should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas

Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice

Word choice: the words are precise and vivid

- **Create and develop texts that include the following language conventions:**

Sentence formation: sentences are complete and varied in length and structure

Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

[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

Unit Title: The Hero's Journey: The Ancient and Anglo-Saxon Period

Target Course/Grade Level: 12th grade

Unit Summary:

Focus on epic poem and traditional epic hero

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.

Learning Targets

Content Standards/Learning Target

	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 ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL. 11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	READING: LITERATURE - Craft & Structure
RL. 11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (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 and 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: 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 summary 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 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., <i>The Federalist</i> , 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.

	<ul style="list-style-type: none"> • 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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

	<p>progression of experiences or events.</p> <ul style="list-style-type: none"> • 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, suspense, 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
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, 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 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. <ul style="list-style-type: none"> • 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., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. Tufte's <i>Artful Sentences</i>) 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 <i>reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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. <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • What is epic poetry and how does it differ from other forms of poetry in this era? • How do epic poets use diction, sound devices, and other techniques to create meaning and purpose? • Which qualities distinguish the traditional epic hero? • In what ways is the epic poetry genre an important medium to relay oral history and communicate cultural values and beliefs? 	Unit Enduring Understandings <i>Students will understand...</i> <ul style="list-style-type: none"> • The historical background and significance of the ancient and Anglo-Saxon eras • The origin and development of the epic poetry genre • The importance of context clues when determining meaning • Authors use different literary techniques to convey meaning in their work • Poets have different reasons and use different forms to express their ideas and purposes
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the ancient and Anglo-Saxon era, such as the development of civilization, weapons and warfare, oral literary tradition, etc • The structure and form of epic poetry • How sound devices, figurative language, and other techniques are used in epic poetry • The characteristics of the traditional epic hero • The function of epic poetry as an oral historical account of the era • Interpretation of text supported by 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Critically analyze an epic poem in terms of structure, theme, and use of poetic devices • Identify the time period in which a poem was written based upon the form used by the author • Use epic poetry as a springboard for writing creatively • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities

<p>citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings</p>	
<p style="text-align: center;">TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Literary Analysis • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Epic Poetry Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration • Heterogeneous students grouping • Movement from teacher teacher-directed learning to student –directed learning • Supplemental materials • Teacher-led and student-led conferences 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> • Pens and Pencils / Paper • Chalkboard / Whiteboard • Computer / Internet Access • LCD / Overhead Projector 	

- DVD / VCR Equipment
- District Approved and Selected Text (eg Beowulf, Iliad, etc)
- Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)
- Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)

Exemplars of Reading Text:

Common core exemplars for epic poetry and other literary forms of the Anglo-Saxon / Old English period

- <http://www.webenglishteacher.com>
- <http://www.readthinkwrite.org>
- <http://www.everypoet.com/archive/poetry/anonymous/Beowulf.htm> (*Beowulf*)
- <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:

- Infuse various literary genres throughout this unit
- Maintain a writing portfolio for each student
- The following foundational skill should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

[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: Class Structure and Daily Life: The Medieval Period in British and World Literature

Target Course/Grade Level: 12th grade

Unit Summary:

Focus on medieval poetry and prose including medieval romance, frame story, and satire.

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 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 produce a complex analysis; provide an objective summary 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., <i>The Federalist</i> , 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 & 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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

	<p>metaphor, simile, and analogy to manage the complexity of the topic.</p> <ul style="list-style-type: none"> 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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, suspense, 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grades 11-12 <i>Reading standards</i> 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 <i>Reading standards</i> 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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. <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>
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, 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 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. <ul style="list-style-type: none"> • 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., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. Tufte’s <i>Artful Sentences</i>) 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 <i>reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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	<p>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.</p>
	<p>NJCCCS Technology and 21st Century Skills</p>
9.1.12.A.1	<p>Apply critical thinking and problem solving strategies during structured learning.</p>
9.1.12.A.2	<p>Produce and edit a multipage document for commercial or professional audience using desktop publishing and or graphics software.</p>
9.1.12.A.4	<p>Justify problem solving strategies used in the development of a particular innovative product or practice in the United States or in another country.</p>
9.1.12.B.1	<p>Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p>
9.1.12.B.2	<p>Create and respond to a feedback loop when problem solving.</p>
9.1.12.B.3	<p>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.</p>
9.1.12.C.1	<p>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.</p>
9.1.12.C.2	<p>Analyze the common traits of effective state, national, or international leaders.</p>
9.1.12.C.3	<p>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.</p>
9.1.12.C.5	<p>Assume a leadership position by guiding the thinking of peers in a direction that leads to a successful completion of a challenging task or project.</p>

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 <ul style="list-style-type: none"> • What literary devices do medieval authors employ to create meaning and purpose? • What are the characteristics of the medieval romance? • How does satire function and what purposes does it serve? • In what ways are medieval romance and satire important means of communicating cultural values and beliefs? 	Unit Enduring Understandings <i>Students will understand</i> <ul style="list-style-type: none"> • The historical background and significance of the medieval era • The origin and development of the medieval romance genre • The characteristics and purposes of satire • The importance of context clues and literary devices to convey meaning • Authors have different reasons and use different forms to express their ideas and purposes
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the medieval era, such as feudalism, British class structure, rise of merchant class, etc 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Critically analyze medieval romances and satire in terms of structure, theme, and use of literary devices • Identify the time period in which a work was

<ul style="list-style-type: none"> • The structure and form of medieval romance • The characteristics and purposes of satire • How symbolism, figurative language, and other techniques are used in medieval literature • The function of medieval romance and satire as methods of communicating the cultural values of the era • Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings 	<p>written based upon the form and other literary aspects</p> <ul style="list-style-type: none"> • Use medieval romance and/or satire as a springboard for writing creatively • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities
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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Literary Analysis • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing <p>Summative Assessments:</p> <ul style="list-style-type: none"> • Narrative Writing Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments

<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration

- **Heterogeneous students grouping**
- **Movement from teacher-directed learning to student –directed learning**
- **Supplemental materials**
- **Teacher-led and student-led conferences**

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

- **Pens and Pencils / Paper**
- **Chalkboard / Whiteboard**
- **Computer / Internet Access**
- **LCD / Overhead Projector**
- **DVD / VCR Equipment**
- **District Approved and Selected Text (eg The Canterbury Tales; medieval romances such as Morte D’Arthur, Sir Gawain and the Green Knight; etc)**
- **Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)**
- **Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)**

Exemplars of Reading Text:

Common core exemplars for the medieval romance and other literary forms of the medieval / Middle English period

<http://www.webenglishteacher.com>

<http://www.readwritethink.org>

<http://academic.brooklyn.cuny.edu/webcore/murphy/canterbury/> (*The Canterbury Tales*)

<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:

- **Infuse various literary genres throughout this unit**
- **Maintain a writing portfolio for each student**
- **The following foundational skill should be developed continuously throughout the year:**

Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seek meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

[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: Tragic Flaws and Human Nature: the Renaissance Period

Target Course/Grade Level: 12th grade

Unit Summary: This unit concentrates on one of the five universal themes in literature, Idealism vs. Focus on Renaissance literature including sonnets and Shakespearean drama

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

	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 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., <i>The Federalist</i> , 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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

	<p>selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • 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, suspense, 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	<p>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.)</p>

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. <ul style="list-style-type: none"> • Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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. <ul style="list-style-type: none"> • 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

	<p>needed.</p> <ul style="list-style-type: none"> • 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, 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 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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • 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., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	Apply knowledge of language to understand how language functions in

	<p>different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. Tufte’s <i>Artful Sentences</i>) 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 <i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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., <i>conceive, conception, conceivable</i>). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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	<p>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.</p>
	<u>NJCCCS Technology and 21st Century Skills</u>
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 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 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.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the characteristics of the sonnet? • What are the key elements and structure of Shakespearean drama? • How can the tragic hero be distinguished from the traditional hero? • What are the necessary techniques used when performing or reading drama aloud? • What do plays reflect about social issues and how are they a viable vehicle for social criticism? • What ideas in Shakespearean text are still relevant in contemporary society? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The historical background and significance of the Renaissance era • The origin and development of the sonnet • The characteristics and purposes of Shakespearean drama • How theme motivates and guides a drama • Development and expression of heroic archetypes, such as the tragic hero, are common to various cultures and time periods • Characters' decisions, actions, and journeys can relate to human nature and real-life situations
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<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the Renaissance era, such as the British aristocracy and conflicts over monarchy, rise of humanism, etc • The structure and form of sonnets and Shakespearean drama • Literary terms relevant to drama, e.g. dramatic irony, foil, tragic flaw, etc • The function of sonnets and Shakespearean drama as methods of communicating the cultural values of the era • How theater has evolved from Ancient Greece to the Renaissance to the modern era • The impact of Shakespeare on language, literature, and theater • Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Critically analyze sonnets and Shakespearean drama in terms of structure, theme, and use of literary devices • Identify the time period in which a work was written based upon the form and other literary aspects • Provide an objective summary of the text • Read aloud or perform passages for peer audience • Use sonnets and/or Shakespearean drama as a springboard for writing creatively • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities
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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Discussions

- Open-Ended Questions
- Literary Analysis
- Writing Assignments
- Graphic Organizers
- Journals / Do Nows
- Cooperative Groups
- Peer Conferencing / Editing

Summative Assessments:

- Drama or Poetry Project
- Quizzes and Unit Tests
- Quarterly Assessments
- State Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Extended time as needed
- Timelines and checkpoints
- Modify tests and quizzes
- Preferential seating
- Alternative/Formative assessment (projects)
- Follow all IEP modifications/504 plan
- Differentiated topics/instructions/lengths based on students' abilities
- Appropriate scaffolding provided as necessary
- Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability
- Effective teacher questioning; ranging from fact recall to higher order critical thinking questions
- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher teacher-directed learning to student –directed learning
- Supplemental materials
- Teacher-led and student-led conferences

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

- Pens and Pencils / Paper
- Chalkboard / Whiteboard
- Computer / Internet Access
- LCD / Overhead Projector
- DVD / VCR Equipment
- District Approved and Selected Text (eg Macbeth, Hamlet, sonnets, etc)
- Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)
- Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)

Exemplars of Reading Text:

Common core exemplars for the sonnet, Shakespearean drama, and other literary forms of the Renaissance period

<http://www.webenglishteacher.com>

<http://www.readwritethink.org>

<http://shakespeare.mit.edu/hamlet/full.html> (*Hamlet*)

<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:

- Infuse various literary genres throughout this unit
- Maintain a writing portfolio for each student
- The following foundational skill should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

[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: Writing: Revolution and Change: Puritan and Restoration Period in British and World Literature

Target Course/Grade Level: 12th

Unit Summary

Focus on Puritan and Restoration poetry and prose including satire

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., <i>The Federalist</i> , 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	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> • 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, suspense, 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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, 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 are 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.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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

	<ul style="list-style-type: none"> Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> Observe hyphenation conventions. Spell correctly.
	LANGUAGE – Knowledge of Language
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> Vary syntax for effect, consulting references (e.g. <i>Tufte’s Artful Sentences</i>) 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 <i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> 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., <i>conceive, conception, conceivable</i>). 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> 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	<p>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.</p>
	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 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 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.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What literary devices do authors in the Puritan and Restoration period employ to create meaning and purpose? • How are the poetic forms used by authors in the Puritan and Restoration period similar to or different from those of other periods? • What are the characteristics of satire? • How does satire function and what purposes does it serve? • In what ways is satire an important means of communicating cultural values and beliefs in a time of political unrest and change? 	<p>Unit Enduring Understandings <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The historical background and significance of the Puritan and Restoration eras • The ways in which poetic forms and literary devices shift and develop over time • The origin and development of satire • The characteristics and purposes of satire • The importance of context clues and literary devices to convey meaning • Authors have different reasons and use different forms to express their ideas and purposes
<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the Puritan and Restoration era, such as faith vs. reason, monarchy vs. democracy, revolution, etc • The structure and style of epic poetry, sonnets, and other forms as used during the Puritan and Restoration eras • The characteristics and purposes of satire • How symbolism, figurative language, and other techniques are used in the literature of the Puritan and Restoration period • The function of poetry and satire as methods of communicating the cultural values of the era • Interpretation of text supported by 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Critically analyze poetry and/or satire in terms of structure, theme, and use of literary devices • Interpret authors' use of tone, symbolism, irony, and other literary devices to communicate meaning • Use poetry and/or satire as a springboard for writing creatively • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities

<p>citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings</p>	
<p>TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Literary Analysis • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Creative Writing Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments 	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration • Heterogeneous students grouping • Movement from teacher teacher-directed learning to student –directed learning • Supplemental materials • Teacher-led and student-led conferences 	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> • Pens and Pencils / Paper • Chalkboard / Whiteboard • Computer / Internet Access • LCD / Overhead Projector 	

- DVD / VCR Equipment
- District Approved and Selected Text (eg Paradise Lost, Gulliver’s Travels, etc)
- Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)
- Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)

Exemplars of Reading Text:

Common core exemplars for epic poetry, the sonnet, satire, and other literary forms of the Puritan and Restoration period

<http://www.webenglishteacher.com>

<http://www.readwritethink.com>

http://www.dartmouth.edu/~milton/reading_room/pl/book_1/index.shtml (*Paradise Lost, Book 1*)

<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:

- Infuse various literary genres throughout this unit
- Maintain a writing portfolio for each student
- The following foundational skill should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions
- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and

readability of the text

[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 Individual, Nature, and Science: The Romantic and Victorian Period in British and World Literature

Target Course/Grade Level: 12th grade

Unit Summary:

Focus on Romantic and Victorian poetry and prose including the novel and satire

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	<u>Language Arts Literacy Common Core Standards</u>
	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., <i>The Federalist</i> , 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	<p><u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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.

	<ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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, suspense, 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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, 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 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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • 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., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. Tufte’s <i>Artful Sentences</i>) 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 <i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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 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 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 <ul style="list-style-type: none"> • What are the characteristics of the novel? • In what ways is the novel an important means of communicating cultural values and beliefs? • How are questions and conflicts that writers grappled with hundreds of years ago still relevant today? • What strategies are most useful when reading, understanding, and making personal connections to literary texts? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • The historical background and significance of the Romantic and Victorian eras • The origin and development of the novel • How authors use multiple literary devices to convey meaning • Authors have different reasons and use different forms to express their ideas and purposes • The connection between literature and self
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the Romantic and Victorian eras, such as Romanticism, the individual vs. nature, the rise of science and technology, etc • The structure and form of the novel • The characteristics and purposes of satire • How symbolism, figurative language, and other techniques are used in the literature of the Romantic and Victorian period • The function of the novel and satire as methods of communicating the cultural values of the era • Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the Romantic and Victorian eras, such as Romanticism, the individual vs. nature, the rise of science and technology, etc • The structure and form of the novel • The characteristics and purposes of satire • How symbolism, figurative language, and other techniques are used in the literature of the Romantic and Victorian period • The function of the novel and satire as methods of communicating the cultural values of the era • Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings

<p>writing, which are priority skills for the workplace and post-secondary settings</p>	
<p>TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM Evidence of Learning</p>	
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Literary Analysis • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing 	
<p>Summative Assessments</p> <ul style="list-style-type: none"> • Creative Writing Project • Quizzes and Unit Tests • Quarterly Assessments <p>State Assessments</p>	
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration • Heterogeneous students grouping • Movement from teacher teacher-directed learning to student –directed learning • Supplemental materials <p>Teacher-led and student-led conferences</p>	
<p>Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:</p> <ul style="list-style-type: none"> • Pens and Pencils / Paper • Chalkboard / Whiteboard • Computer / Internet Access • LCD / Overhead Projector • DVD / VCR Equipment • District Approved and Selected Text (eg Pride & Prejudice, Frankenstein; The Importance of 	

- **Being Earnest; The Rhyme of the Ancient Mariner, Idylls of the King; etc)**
- **Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)**
- **Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)**
- <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:

Barneget 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:

- **Infuse various literary genres throughout this unit**
- **Maintain a writing portfolio for each student**
- **The following foundational skill should be developed continuously throughout the year:**

Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seek meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**
- **Make connections: text to text, text to self, text to world**

Writing:

- **Use written and oral English appropriate for various purposes and audiences**
- **Create and develop texts that include the following text features:**
 - **Development: the topic, theme, stand/perspective, argument or character is fully developed**
 - **Organization: the text exhibits a discernible progression of ideas**
 - **Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
 - **Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
 - **Sentence formation: sentences are complete and varied in length and structure**
 - **Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

[Like to Read](#)

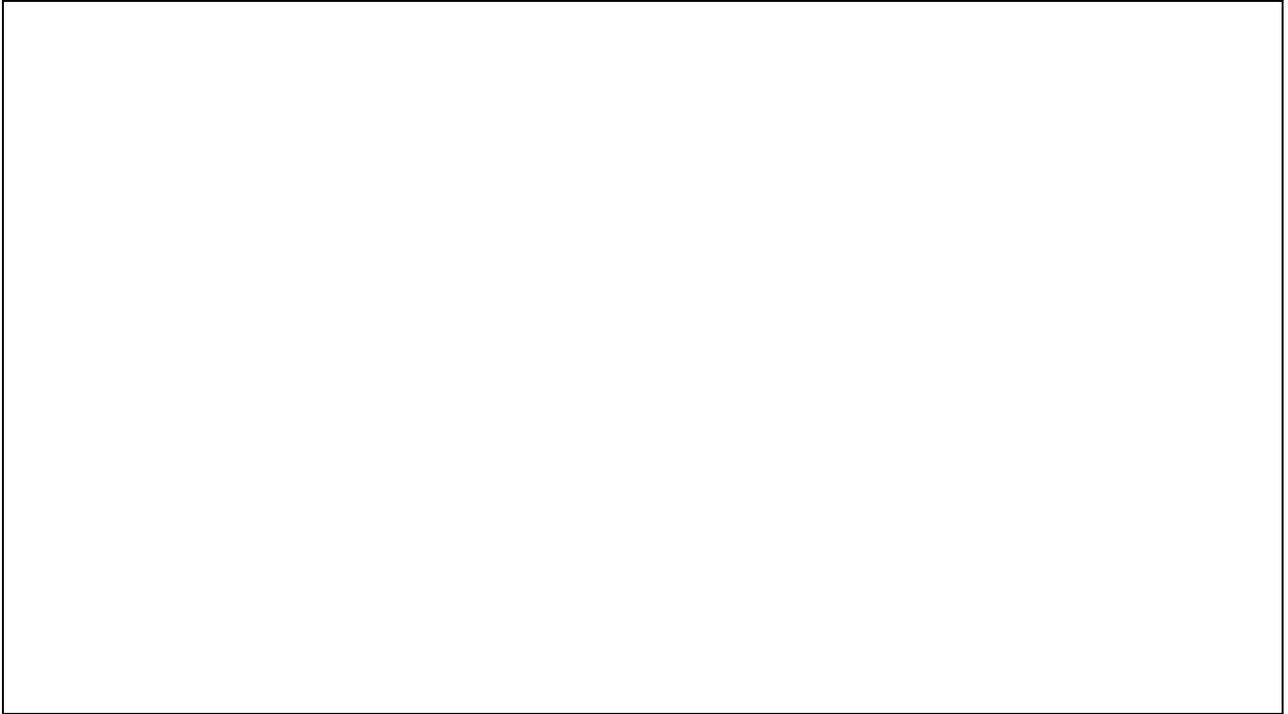
When working with my students, I identify 9 goals - 9 units of study. Students use several strategies at once naturally and should not be limited to discussing one strategy only. Whereas the proficient reader strategies cannot be taught in isolation, it is helpful to identify a strategy a month on which 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: Existentialism and Modern Life: The Modern and Contemporary Period in British and World Literature

Target Course/Grade Level: 12th grade

Unit Summary:

Focus on Modern and Contemporary poetry and prose including the novel and short stories

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 of 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., <i>The Federalist</i> , 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	<p><u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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, suspense, 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.
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W.11-12.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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, 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 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

	<p>usage when writing or speaking.</p> <ul style="list-style-type: none"> • 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., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. Tufte's <i>Artful Sentences</i>) 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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	<p>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</p>

	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 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 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 <ul style="list-style-type: none"> • What are key elements and characteristics of modern and contemporary novels, dramas, short stories, and poetry? • What are the necessary techniques used when performing or reading drama aloud? • How can the anti-hero be distinguished from the traditional and tragic hero archetypes? • What is the nature of the “existentialist problem” and to what extent is it still relevant today? • What do modern and contemporary novels and plays reflect about social issues and how are they a viable vehicle for social criticism? • What strategies are most useful when reading, understanding, and making personal connections to literary texts? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • The historical background and significance of the modern and contemporary eras • The development and key aspects of the modern and contemporary novel, drama, short story, and poetry • Authors have different reasons and use different forms and literary devices to express their ideas and purposes • Development and expression of heroic archetypes, such as the anti-hero, are common to various cultures and time periods • Characters’ decisions, actions, and journeys can relate to human nature and real-life situations • The connection between literature and self
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • Key historical developments and social issues associated with the modern and contemporary era, such as existentialism, consumerism, digital technology, etc • The structures and forms 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Critically analyze novels, dramas, short stories, and poetry in terms of structure, theme, and use of literary devices • Evaluate authors’ use of tone, imagery, irony, and other literary devices to communicate meaning • Read a wide range of literature to understand important universal themes and the human

<p>associated with the modern and contemporary novel, drama, short story, and poetry</p> <ul style="list-style-type: none"> • How symbolism, figurative language, and other techniques are used in the literature of the modern and contemporary period • The function of literature as a method of communicating the cultural values of an era • Interpretation of text supported by citing evidence fosters reading skills and coherent thinking, speaking, and writing, which are priority skills for the workplace and post-secondary settings 	<p>experience</p> <ul style="list-style-type: none"> • Read aloud or perform passages for peer audience • Use various literary forms as a springboard for writing creatively • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities
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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • Literary Analysis • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing
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<p>Summative Assessments</p> <ul style="list-style-type: none"> • Creative Writing Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments
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<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking
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questions

- Guided practice in combination with independent exploration
- Heterogeneous students grouping
- Movement from teacher teacher-directed learning to student –directed learning
- Supplemental materials
- Teacher-led and student-led conferences

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

- Pens and Pencils / Paper
- Chalkboard / Whiteboard
- Computer / Internet Access
- LCD / Overhead Projector
- DVD / VCR Equipment
- District Approved and Selected Text (eg 1984, Brave New World, The Stranger; Dubliners; Pygmalion, Waiting for Godot; etc)
- Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)
- Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)

Exemplars of Reading Text:

Common core exemplars for the novel, dramas, short stories, poetry and other literary forms of the modern and contemporary period

<http://www.webenglishteacher.com>

<http://www.readwritethink.com>

<http://onlinebooks.library.upenn.edu/webbin/gutbook/lookup?num=5200> (*Metamorphosis*)

<http://www.historyplace.com/speeches/churchill.htm> (Winston Churchill's "Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940")

- <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:

Barneгат 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:

- Infuse various literary genres throughout this unit
- Maintain a writing portfolio for each student
- The following foundational skill should be developed continuously throughout the year:

Reading:

- Make use of schema
- Reread for clarification
- Seek meaning of unknown vocabulary
- Make and revise predictions

- Draw conclusions
- Make connections: text to text, text to self, text to world

Writing:

- Use written and oral English appropriate for various purposes and audiences
- Create and develop texts that include the following text features:
 - Development: the topic, theme, stand/perspective, argument or character is fully developed
 - Organization: the text exhibits a discernible progression of ideas
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice
 - Word choice: the words are precise and vivid
- Create and develop texts that include the following language conventions:
 - Sentence formation: sentences are complete and varied in length and structure
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text

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: Education, Vocation, and Economics: Life Skills for College and Career Readiness

Target Course/Grade Level: 12th grade

Unit Summary:

Focus on informational text for college and career readiness, such as college essay and business resume

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 of 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., <i>The Federalist</i> , 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.9-10.1	<p><u>Write arguments</u> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> • 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	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> • 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	<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ul style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 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, suspense, 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	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> Apply grades 11-12 <i>Reading standards</i> 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 grades 11-12 <i>Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, 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., <i>The Federalist</i> 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	<p>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.</p> <ul style="list-style-type: none"> • 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.
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	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 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	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> • 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., <i>Merriam-Webster’s Dictionary of English Usage</i>, <i>Garner’s Modern American Usage</i>) as needed.
L.11-12.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> • Observe hyphenation conventions. • Spell correctly.
	LANGUAGE - Knowledge of Language
L.11-12.3	<p>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.</p> <ul style="list-style-type: none"> • Vary syntax for effect, consulting references (e.g. <i>Tufte’s Artful Sentences</i>) 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	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 <i>reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • 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., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • 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 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 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 <ul style="list-style-type: none"> • What factors should be taken into account when selecting a potential college or career direction? • How does the purpose of a given document (college application and essay, business resume and cover letter, personal finance and budget planner, etc) influence the nature, style, and format of information provided within it? • What is the importance of consulting effective guidelines and examples as well as seeking advice and feedback from qualified persons when preparing documents such as a college application and essay, business resume, personal finance and budget planner, etc? 	Unit Enduring Understandings <i>Students will understand that...</i> <ul style="list-style-type: none"> • That many factors influence the selection of a potential college or career direction, including financial/economic variables, social context, personal interest, etc. • The influence that the overall purpose of a document has over the nature, style, and format of the information provided within it • That the application of effective guidelines and examples as well as qualified advice and feedback can significantly improve the quality of a given document as well as the effectiveness of its results
Unit Objectives <i>Students will know...</i> <ul style="list-style-type: none"> • The importance of being able to develop and create effective documents for college and career readiness (eg, college application/essay, business resume/cover letter, personal finance/budget planner, etc) • How to access effective guidelines, examples, and templates to use in the 	Unit Objectives <i>Students will be able to...</i> <ul style="list-style-type: none"> • Develop and create effective documents for college and career readiness (eg, college application/essay, business resume/cover letter, personal finance/budget planner, etc) • Apply the writing process to plan/research, organize, write/draft, edit/revise, and finalize/publish various forms of writing, such as argumentative/persuasive, informational/explanatory/expository, and narrative/creative writing activities

<p>development and creation of important personal, educational, and professional documents</p> <ul style="list-style-type: none"> • How to seek qualified advice and feedback to improve their development and creation of important personal, educational, and professional documents • Effective oral, digital, and print presentation strategies to use in important personal, educational, and professional contexts (e.g., college interview, business interview, etc) 	<ul style="list-style-type: none"> • Assess and employ effective oral, digital, and print presentation strategies to use in important personal, educational, and professional contexts (eg, college interview, business interview, etc)
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TOMS RIVER REGIONAL SCHOOLS ENGLISH LANGUAGE ARTS CURRICULUM
Evidence of Learning

<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Class Discussions • Open-Ended Questions • College Entrance / Career Skill Requirements • Writing Assignments • Graphic Organizers • Journals / Do Now's • Cooperative Groups • Peer Conferencing / Editing

<p>Summative Assessments</p> <ul style="list-style-type: none"> • College Essay and/or Business Resume Writing Project • Quizzes and Unit Tests • Quarterly Assessments • State Assessments
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<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> • Extended time as needed • Timelines and checkpoints • Modify tests and quizzes • Preferential seating • Alternative/Formative assessment (projects) • Follow all IEP modifications/504 plan • Differentiated topics/instructions/lengths based on students' abilities • Appropriate scaffolding provided as necessary • Supplemental materials and additional enrichment texts/resources/assignments provided as needed based on student ability • Effective teacher questioning; ranging from fact recall to higher order critical thinking questions • Guided practice in combination with independent exploration

- **Heterogeneous students grouping**
- **Movement from teacher teacher-directed learning to student –directed learning**
- **Supplemental materials**
- **Teacher-led and student-led conferences**

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

- **Pens and Pencils / Paper**
- **Chalkboard / Whiteboard**
- **Computer / Internet Access**
- **LCD / Overhead Projector**
- **DVD / VCR Equipment**
- **District Approved and Selected Text (eg Common College Application; college and career guides in Guidance, Media Center, Ocean County Library; etc)**
- **Unit-Related Internet Sites (eg webenglishteacher.com, thinkexist.com, etc)**
- **Unit-Related Multimedia Sources (eg video/documentary, art/music, etc)**

Exemplars of Reading Text:

Common core exemplars for the college essay, business resume, personal finance and budget planners, etc

<http://www.webenglishteacher.com>

<http://www.readwritethink.com>

<http://www.owl.english.purdue.edu/owl>

http://www.internationalstudent.com/essay_writing

<http://www.collegeessayexamples.org>

<http://www.collegeboard.com/students/testing/accuplacer>

- <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:

Barneгат 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:

- **Infuse various literary genres throughout this unit**
- **Maintain a writing portfolio for each student**
- **The following foundational skill should be developed continuously throughout the year:**

Reading:

- **Make use of schema**
- **Reread for clarification**
- **Seek meaning of unknown vocabulary**
- **Make and revise predictions**
- **Draw conclusions**

- **Make connections: text to text, text to self, text to world**

Writing:

- **Use written and oral English appropriate for various purposes and audiences**
- **Create and develop texts that include the following text features:**
 - Development: the topic, theme, stand/perspective, argument or character is fully developed**
 - Organization: the text exhibits a discernible progression of ideas**
 - Style: the writer demonstrates a quality of imagination, individuality, and a distinctive voice**
 - Word choice: the words are precise and vivid**
- **Create and develop texts that include the following language conventions:**
 - Sentence formation: sentences are complete and varied in length and structure**
 - Conventions: appropriate grammar, mechanics, spelling and usage enhance the meaning and readability of the text**

[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.

