

Hillsborough Township Public Schools
 ELA Grade 11
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Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standards (NJLSA)	Progress Indicators	Learning Targets	Formative and Summative *required	Interdisciplinary Connections	21 st Century Connections
Unit I: Exploring Gender (9 weeks)	What do good writers do? What's my purpose and how do I develop it? Writing clearly: What makes a difference? Final product: What does it take? Why write? Why do the rules of language matter? Communicating clearly: What does it take? How does situation affect meaning? How does	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision	NJLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. NJLSA. W10 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.	W.11-12.3: A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or more multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences and/or characters. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events and/or characters C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	Students can define narrative and describe basic parts of a plot. Students will be able to engage the reader by introducing one or more points of view, the narrator and a problem, situation or observation and its significance. Students can use narrative techniques to develop experiences, events, and/or characters. Students will be able to employ vivid language. Students can sequence events and signal changes with coherent transitions and structure. Students can create a concise whole and build toward a particular tone and outcome. Students will be able to write a logical	Formative: 3CP CA1: * Formative narrative writing prompt - Term Identification - Class Discussion - Close-reading - Group discussions - Worksheets - Web-research - Tests and Quizzes - Open-ended responses -Self-evaluation - Collaborative learning groups - Analysis of literary text - Peer reading and editing - All stages of the writing process - Outline Essay - Drafting Essay	8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or	9.3.12.AC-D ES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues. 9.3.12.AC-D ES.7 Employ appropriate representational media to communicate concepts and project design.

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author's choice impact an audience?	and technology.	NJSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	conclusion that reflects on the experience/events and provides a sense of closure.	Summative: 3CP CA2: * Summative narrative writing prompt	issue.
What makes a story effective for its purpose?	Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.	NJSLA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Students can use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft.	- Close -reading - Tests and Quizzes - Collaborative learning groups	8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
What do I do when a word doesn't make sense?	Effective readers and writers use knowledge of structure and context to acquire, clarify, and use vocabulary.	NJSLA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.	W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA style), focusing on addressing what is most significant for a specific purpose and audience.	Students can edit writing for mechanical errors.	- Collaborative learning groups - Writing Portfolio - Reflective Narrative Essay	8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
What makes collaboration meaningful?	Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.	NJSLA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	W.11-12.9: A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply grades 11–12 Reading standards to	Students will be able to determine if purpose and audience have been fully addressed and revise if necessary.		8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
What makes a presentation great?	Effective readers use a variety of strategies to make sense of key ideas and details presented in text.	NJSLA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene, or		Students will be able to recognize if revision and editing are not enough and a new approach is necessary.		8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and
“What I say” versus “How I say it,” does it really matter?	Analyze texts for structure, purpose, and viewpoint allows an effective			Students will be able to identify the writing task, purpose, and audience.		
What do good readers do?				Students can use organizational/formatting structure to develop writing ideas.		
Am I clear about what I just read?						
How do I know?						
What makes a great story?						
In what way						

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<p>does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p> <p>What are the reasons cultures and individuals create narratives of their experiences?</p> <p>What strategies can be used to make writing come alive for a reader?</p> <p>What makes writing worth reading and why should we do it?</p> <p>How does what you read influence how you should read it?</p> <p>How does an author create meaning in a</p>	<p>reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>stanza) relate to each other and the whole.</p> <p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.SL1 Prepare for and participate</p>	<p>literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>L.11.12.1: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2: A. Observe hyphenation conventions. B. Spell correctly</p> <p>L.11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<p>Students can compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p> <p>Students can employ prewriting strategies.</p> <p>Students will be able to recognize the need for more than one draft.</p> <p>Students can apply revision strategies and editing techniques through multiple drafts to strengthen writing.</p> <p>Students can analyze one's own writing to determine clarity of purpose and audience.</p> <p>Students will be able to determine a writing format/style to fit the task, and/or audience.</p> <p>Students can recognize different writing tasks requiring varied time frames to complete.</p> <p>Students can understand writing exists for a variety of reasons.</p>		<p>assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.6.b Evaluate the ways in which women</p>	
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<p>text and what makes meaning valid?</p> <p>How can we use knowledge of the structure of language to write more effectively?</p> <p>How can reading and writing be used to solve societal problems?</p>		<p>effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJSLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when</p>	<p>L.11-12.4: A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5: A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with</p>	<p>Students will be able to recognize the conventions of Standard English can change over time and can be disputed/contested.</p> <p>Students can consult reference materials to resolve issues of complex or contested usage.</p> <p>Students will be able to follow the standard rules of punctuation, capitalization and spelling.</p> <p>Students can identify how language functions in different contexts.</p> <p>Students will be able to analyze the context of various texts and determine how diction affects meaning, style and comprehension.</p> <p>Students can explain and identify syntax and employ a variety of structures.</p> <p>Students will be able to increase vocabulary knowledge.</p> <p>Students can define and</p>		<p>organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.D.3.e Determine the impact of religious</p>	
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			<p>indicated or appropriate.</p> <p>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p>	<p>similar denotations.</p> <p>L.11-12.6: Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>SL.11-12.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RL11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what</p>	<p>identify forms of figurative language.</p> <p>Students can interpret figures of speech</p> <p>Students will be able to recognize word relationships to further understand multiple-words.</p> <p>Students will be able to recognize the difference between denotative and connotative meaning.</p> <p>Students will be able to analyze how words with similar denotations can carry different nuances.</p> <p>Students will be able to identify various reasons for speaking.</p> <p>Students will be able to define textual evidence, inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Students will be able to read closely to analyze explicit and implicit information from the text.</p>	<p>and social movements on the development of American culture, literature, and art.</p> <p>6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>6.1.12.D.11.c Explain why women, African</p>	
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			<p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3 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 and listening.</p> <p>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5</p>	<p>the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more central ideas or themes 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.</p> <p>RL11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (e.g., Shakespeare as well as other authors).</p>	<p>Students will be able to define themes through plot analysis.</p> <p>Students will be able to analyze how multiple themes build on one another.</p> <p>Students will be able to identify key elements of the story and genre, their interrelationships and the impact of the author’s choices on the work as a whole.</p> <p>Students will be able to define, identify and distinguish figurative language, literal language, denotative meanings and connotative meanings.</p> <p>Students will be able to determine and analyze an author’s choice for structure and the effect his/her choices has on the work as a whole.</p> <p>Students will be able to identify foundational works of literature from different time periods.</p> <p>Students will be able to identify two or more texts from the same</p>	<p>Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.D.13.f Relate the changing role of women in the labor force to changes in family structure.</p>	
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			<p>Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.9: Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 18th, 19th and 20th century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level- complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, as grade level or above.</p>	<p>time period that contain similar themes or topics.</p> <p>Students will be able to analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Students will be able to recognize when text is too easy or too difficult for the reader.</p> <p>Students will be able to determine reading strategies that will aid in comprehension of difficult texts.</p> <p>Students will be able to analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Students will be able to determine if an author’s structure is effective.</p>		<p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and</p>	
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				<p>RI.11.12.3: Analyze a complex set of ideas of sequence of events and explain how specific individuals, ideas, or events interact over the course of the text.</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.</p>			environmental impacts.	
<p>Unit II: Emergence of Freedom (9 weeks)</p>	<p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why write?</p> <p>Why do the</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective writers use a variety of</p>	<p>NJSLSA.W2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p>	<p>W.11-12.1: A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequence claim(s) counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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</p>	<p>Students will be able to employ vivid language.</p> <p>Students will be able to sequence events and signal changes with coherent transitions and structure.</p> <p>Students will be able to create a concise whole and build toward a particular tone and outcome.</p> <p>Students will be able to write a logical conclusion that reflects on the experience/events and provides a sense of closure.</p>	<p>Formative: -Class Discussion - Thesis identification exercise -Close-reading - Group discussions - Worksheets - Literature analysis graphic organizer - Web-research - Tests and Quizzes - Open-ended responses -Self-evaluation</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers</p>	<p>9.3.12.AC-D ES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.3.12.AC-D ES.7 Employ appropriate representational media to</p>

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<p>rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p> <p>What do I do when a word doesn't make sense?</p> <p>What makes collaboration meaningful?</p> <p>What makes a presentation great?</p> <p>What I say versus How I say it, does it really matter?</p> <p>What do good readers do?</p>	<p>formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>NJSLSA.R1 Read closely to determine</p>	<p>level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5: Develop and strengthen</p>	<p>Students will be able to use prewriting strategies to formulate ideas.</p> <p>Students will be able to recognize that a well-developed piece of writing requires more than one draft.</p> <p>Students will be able to edit writing for mechanical errors.</p> <p>Students will be able to determine if purpose and audience have been fully addressed and revise if necessary.</p> <p>Students will be able to recognize if revision and editing are not enough and a new approach is necessary.</p> <p>Students will be able to identify the writing style that best fits the task, purpose, and audience.</p> <p>Students will be able to use organizational /formatting structure to develop writing ideas.</p> <p>Students will be able to</p>	<ul style="list-style-type: none"> - Collaborative learning groups - Analysis of informational text - Peer reading and editing - All stages of the writing process - Outline Essay - Drafting Essay - Research proposals - Annotated bibliographies -Research rough draft <p>Summative: 3CP CA3: * Critical Reading of informational texts (multiple choice)</p> <p>3CP CA4: * Research skills and methodology (multiple choice on midterm exam)</p>	<p>and/or professionals in that related area for review</p> <p>8.1.12.A.3</p> <p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.B.2</p> <p>Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1</p> <p>Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p>	<p>communicate concepts and project design.</p>
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<p>Am I clear about what I just read? How do I know?</p> <p>What makes a great story?</p> <p>In what way does creative choice impact an audience?</p> <p>What makes a story effective for its purpose?</p> <p>Whose story is it, and why does it matter?</p> <p>What strategies can be used to make writing come alive for a reader?</p> <p>What makes writing worth reading and why should we do it?</p> <p>How does what you</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of</p>	<p>what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.9: A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”). B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p> <p>Students will be able to employ prewriting strategies.</p> <p>Students will be able to recognize the need for more than one draft.</p> <p>Students will be able to apply revision strategies and editing techniques through multiple drafts to strengthen writing.</p> <p>Students will be able to analyze one’s own writing to determine clarity of purpose and audience.</p> <p>Students will be able to determine a writing format/style to fit the task, and/or audience.</p> <p>Students will be able to recognize different writing tasks require varied time frames to complete.</p> <p>Students will be able to understand writing</p>	<ul style="list-style-type: none"> - Close –reading - Web-research - Tests and Quizzes - Collaborative learning groups - Writing Portfolio - Research Essay -Interdisciplinary group project 	<p>8.1.12.D.1</p> <p>Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.5</p> <p>Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1</p> <p>Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p>	
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<p>read influence how you should read it?</p> <p>How does an author create meaning in a text and what makes meaning valid?</p> <p>How can reading and writing be used to solve societal problems?</p>	<p>knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of</p>	<p>L.11.12.1: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2: A. Observe hyphenation conventions. B. Spell correctly.</p> <p>L.11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4: A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>	<p>exists for a variety of reasons.</p> <p>Students will be able to recognize the conventions of Standard English can change over time and can be disputed/contested.</p> <p>Students will be able to consult reference materials to resolve issues of complex or contested usage.</p> <p>Students will be able to follow the standard rules of punctuation, capitalization and spelling.</p> <p>Students will be able to identify how language functions in different contexts.</p> <p>Students will be able to analyze the context of various texts and determine how diction affects meaning, style and comprehension.</p> <p>Students will be able to explain and identify syntax and employ a variety of structures.</p>		<p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.D.2.b Explain why American ideals</p>	
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			<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5: A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6: Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p> <p>SL.11-12.1: Prepare for</p>	<p>Students will be able to increase vocabulary knowledge.</p> <p>Students will be able to define and identify forms of figurative language.</p> <p>Students will be able to interpret figures of speech</p> <p>Students will be able to recognize word relationships to further understand multiple-words.</p> <p>Students will be able to recognize the difference between denotative and connotative meaning.</p> <p>Students will be able to analyze how words with similar denotations can carry different nuances.</p> <p>Students will be able to identify various reasons for speaking.</p> <p>Students will be able to define textual evidence, inference and explain how a reader uses textual evidence to</p>	<p>put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were</p>	
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			<p>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJLSA.SL3 Evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6</p>	<p>and participate effectively in a range of conversations and collaborations with peers, building on others' ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p> <p>RL11-12.3: Analyze the</p>	<p>reach a logical conclusion.</p> <p>Students will be able to read closely to analyze explicit and implicit information from the text.</p> <p>Students will be able to define theme through plot analysis.</p> <p>Students will be able to analyze how multiple themes build on one another.</p> <p>Students will be able to identify key elements of the story and genre, their interrelationships and the impact of the author's choices on the work as a whole.</p> <p>Students will be able to define, identify and distinguish figurative language, literal language, denotative meanings and connotative meanings.</p> <p>Students will be able to determine and analyze an author's choice for structure and the effect his/her choices has on the work as a whole.</p>	<p>needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a</p>	
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			<p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3 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 and listening.</p> <p>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5 Demonstrate understanding of</p>	<p>impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Students will be able to identify foundational works of literature from different time periods.</p> <p>Students will be able to identify two or more texts from the same time period that contain similar themes or topics.</p> <p>Students will be able to analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Students will be able to recognize when text is too easy or too difficult for the reader.</p> <p>Students will be able to determine reading strategies that will aid in comprehension of difficult texts.</p> <p>Students will be able to analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Students will be able to</p>	<p>consumer economy and the changing role and status of women.</p> <p>6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations and an increase in violence.</p> <p>6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>6.1.12.D.11.c Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong</p>	
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			<p>word relationships and nuances in word meanings.</p> <p>NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>RL.11-12.9: Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 18th, 19th, and early 20th century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1: Accurately cite strong and thorough textual evidence (e.g. via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text and analyze their development</p>	<p>determine if an author’s structure is effective.</p> <p>Students will be able to define central idea</p> <p>Students will be able to determine two or more central ideas of text and recognize how they build on one another to develop complex meaning</p> <p>Students will be able to compose an objective summary stating the key points of the text without adding personal opinion.</p> <p>Students will be able to define point of view.</p> <p>Students will be able to determine author’s perspective and explain his/her purpose for writing the text.</p> <p>Students will be able to identify and analyze the rhetorical strengths of an author’s purpose and perspective.</p> <p>Students will be able to analyze how the author’s style and content contribute to</p>	<p>sense of nationalism despite the discrimination they experienced in the military and workforce.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and</p>	
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				<p>and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>the power, persuasiveness, or beauty of the text.</p>		<p>constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	
<p>Unit III: The American Dream (9 Weeks)</p>	<p>What is the significance/ importance of being American?</p> <p>What do good readers do?</p> <p>How do readers construct meaning</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and</p>	<p>NJSLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p>	<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2. Determine two or more themes or central ideas of a text and</p>	<p>Students will be able to create inferences and explain how a reader uses textual evidence</p> <p>Students will be able to analyze plot</p> <p>Students will be able to analyze two or more themes</p> <p>Students will be able to define and identify</p>	<p>Formative: -On-line discussion forums -Self-evaluation worksheets - Group/partnered /whole class discussions - KWL charts - Terminology identification - Class</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>	<p>9.2.12.C.6 Investigate entrepreneurial opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for</p>

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from text?	strengthen understanding		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.	various forms of figurative language.	discussion - Worksheets/graphic organizers - Open-ended responses - Response journals - Literary concept assessment - Student surveys - Anticipation guides - Literary text analysis - Web-based research - Peer review worksheets - Synthesis Outlining - Synthesis Rough draft	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review	owning and managing a business
Why is author's word choice critical?	To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse content	NJSLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.		Students will be able to distinguish between literal and figurative language.			9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
In what ways does creative choice impact an audience?	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.	NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	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).	Students will be able to analyze how authors' choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect.		8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
What makes a story effective for its purpose?	Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language	NJSLSA.W10 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.	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	Students will be able to identify an author's point of view in a text.			9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.
How do readers construct meaning from text?	Effective readers, writers, and listeners use knowledge of language to make appropriate	NJSLSA.W7 Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.		Students will be able to recognize when authors use literary techniques (e.g. satire, sarcasm, irony, or understatement) to shape the content and style of a text.		8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.	9.3.12.AC-D ES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communication
In what ways does creative choice impact an audience?		NJSLSA.W8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is	Students will be able to identify textual evidence.	Summative: 3CP CA5: * Critical reading of informational text (multiple choice)		
What makes a story effective for its purpose?				Students will be able to read closely and find answers explicitly in text and answers that require an inference.	3CP CA6: * Critical reading and synthesizing of an	8.1.12.C.1 Develop an innovative solution to a real world	

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<p>How do effective writers express themselves?</p> <p>How do writers develop a well written product?</p> <p>Why does a writer choose a particular form or style of writing?</p> <p>Why do the rules of grammar matter?</p> <p>What does it take for effective communications?</p> <p>How do rules of language affect communication?</p> <p>How does situation affect meaning?</p>	<p>choices when presenting information and to clarify meaning when reading and listening</p>	<p>NJSLSA.W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>NJSLSA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>	<p>directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<p>Students will be able to choose a topic and identify and select the most significant and relevant information to develop and share with the audience.</p> <p>Students will be able to recognize that the conventions of standard English usage can change over time.</p> <p>Students will be able to consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Students will be able to identify how language functions in different contexts.</p> <p>Students will be able to analyze the context of various texts and determine how language choice affects meaning, style, and comprehension</p> <p>Students will be able to explain that syntax refers to how words are arranged to form sentences.</p>	<p>informative cold-read piece/essay (multiple choice)</p> <p>- Synthesis essay - Quizzes - Novel tests -Interdisciplinary group project - In-class essay</p>	<p>problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a</p>	<p>ons) to work with clients and colleagues.</p> <p>9.3.12.AC-D ES.7 Employ appropriate representational media to communicate concepts and project design.</p>
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<p>When a word doesn't make sense, what do good readers do to determine meaning?</p> <p>What strategies can be used to make writing come alive for a reader?</p> <p>What makes writing worth reading and why should we do it?</p> <p>How does what you read influence how you should read it?</p> <p>How does an author create meaning in a text and what makes meaning valid?</p> <p>How can reading and writing be</p>		<p>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJSLSA.SL3 Evaluate a speaker's point of</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>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</p>	<p>Students will be able to identify irregular/varied syntax.</p> <p>Students will be able to infer the meaning of unknown words using context clues.</p>		<p>real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while</p>	
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	<p>used to solve societal problems?</p>		<p>view, reasoning and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats,</p>	<p>a problem.</p> <p>W.11-12.2. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>			<p>also striving to create an American identity.</p> <p>6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.b</p>	
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			<p>including visually, quantitatively and orally.</p> <p>NJLSA.SL3 Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.</p> <p>NJLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJLSA.L2 Demonstrate command of the conventions of standard</p>	<p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>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</p>			<p>Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural,</p>	
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			<p>English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3 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 and listening.</p> <p>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to</p>	<p>plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>L.11-12.1: A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>			<p>and environmental impacts.</p>	
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			comprehension or expression.	determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).				
Unit IV: Individualism (9 weeks)	<p>In what ways do the values of the individual clash with those of the larger society?</p> <p>Why does the individual choose what he or she chooses, and what are the consequences of those decisions?</p> <p>What do good readers do?</p> <p>How clear am I about what I just read?</p> <p>Author's choice" Why</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Analyze texts for structure, purpose, and viewpoint to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of</p>	<p>NJSLA.R1 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJLSA.R3 Analyze how and why individuals, events and ideas develop and interact over the course of a text.</p> <p>NJLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and</p>	<p>W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>W.11-12.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>Students will be able to read closely and find answers explicitly in the text and answers that require inference.</p> <p>Students will be able to determine places in the text that leave matters uncertain.</p> <p>Students will be able to identify elements of a story or drama.</p> <p>Students will be able to analyze how elements of a story or drama are developed and/or interrelated.</p> <p>Students will be able to analyze the impact of any author's choices in presenting elements of a story or drama.</p> <p>Students will be able to determine how an</p>	<p>Formative: - KWL Chart - Close reading - Textual annotations - Dramatic interpretation - Character study - Theme Study - Group discussions - Collaborative learning groups - Web-research and evaluation - Peer reading and editing - Interview questions -Prewriting -Outlining - College essay rough draft</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review</p> <p>8.1.12.A.3</p>	<p>9.3.12.AC-D ES.2 Use effective communication skills and strategies (listening, speaking, reading, writing and graphic communications) to work with clients and colleagues.</p> <p>9.3.12.AC-D ES.7 Employ appropriate representational media to communicate concepts and project design.</p> <p>6.1.12.D.5.d Relate</p>

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<p>does it matter?</p> <p>What makes a story a “great” story?</p> <p>Whose story is it, and why does it matter?</p> <p>How does creative choice impact an audience?</p> <p>What do good writers do?</p> <p>What is my purpose and how do I develop it?</p> <p>What do good researchers do?</p> <p>Making meaning from a variety of sources: What will help?</p>	<p>strategies to make sense of the ideas and details presented in text.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective research presents an answer to a question and demonstrates understanding of the inquiry.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for the audience via the use of visual displays, technology, and the appropriate</p>	<p>figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.R5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>NJSLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the</p>	<p>two) for a range of tasks, purposes, and audiences.</p> <p>RL.11-12X.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.7: Analyze multiple interpretations of a story,</p>	<p>author chose to structure specific parts of a text.</p> <p>Students will be able to analyze specific parts of a text and explain how the individual parts fit into the overall structure.</p> <p>Students will be able to analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>Students will be able to identify various foundational works of American literature from different time periods.</p> <p>Students will be able to analyze how authors of two or more texts from the same time period treat similar themes or topics.</p> <p>Students will be able to analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p>	<p>Summative: 3CP CA7: * Critical reading of a cold-read piece (multiple choice)</p> <p>3CP CA8: * Critical reading of a cold-read piece (multiple choice on final exam) - Literature quizzes/tests - Literary terms test - Interview presentation - College application essay</p>	<p>Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</p> <p>8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use</p>	<p>varying immigrants’ experiences to gender, race, ethnicity, or occupation</p>
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<p>What makes collaboration meaningful?</p> <p>What makes a presentation “great”?</p> <p>Communicating clearly: What does it take?</p> <p>When a word doesn’t make sense, what can I do?</p> <p>What are the reasons cultures and individuals create narratives of their experiences?</p> <p>What strategies can be used to make writing come alive for a reader?</p> <p>What makes writing worth reading and why should we do it?</p>	<p>use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>authors take.</p> <p>NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.</p> <p>NJSLSA.SL3 Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.</p> <p>NJSLSA.SL4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose and audience.</p>	<p>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 (e.g., Shakespeare and other authors).</p> <p>RL.11-12.9: Demonstrate knowledge and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 18th, 19th and 20th century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.</p> <p>RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g. via discussion, written response, etc.), to</p>	<p>Students will be able to determine reading strategies that will help with comprehension of difficult texts.</p> <p>Students will be able to determine two or more central ideas of a text.</p> <p>Students will be able to determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning.</p> <p>Students will be able to compose an objective summary stating the key points of the text without adding personal opinions or feelings.</p> <p>Students will be able to analyze how specific ideas and/or events interact and develop within a complex set of ideas or sequence of events.</p> <p>Students will be able to distinguish between literal language and figurative language.</p> <p>Students will be able to</p>		<p>and/or Creative Commons to an original work.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p> <p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.F.1 Evaluate the strengths and limitations of emerging</p>	
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<p>How does what you read influence how you should read it?</p> <p>How does an author create meaning in a text and what makes meaning valid?</p> <p>How can reading and writing be used to solve societal problems?</p>		<p>NJSLSA.SL5 Make strategic use of digital media and visuals displays of data to express information and enhance understanding of presentations.</p> <p>NJSLSA.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>NJSLSA.L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>NJSLSA.L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJSLSA.L3 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 and listening.</p> <p>NJSLSA.L4 Determine or clarify the meaning of unknown and multiple-meaning words and</p>	<p>support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>analyze how a key term or terms are used and refined over the course of a text.</p> <p>Students will be able to determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Students will be able to define rhetoric.</p> <p>Students will be able to identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p> <p>Students will be able to analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Students will be able to identify the premises, purposes, and arguments found in works of public advocacy.</p> <p>Students will be able to delineate and evaluate the premises, purposes,</p>		<p>technologies and their impact on educational, career, personal and or social needs.</p> <p>6.1.12.A.14.h Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.</p> <p>6.1.12.B.14.c Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.</p>	
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			<p>phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>NJSLSA.L5 Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>NJSLSA.L6 Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>	<p>RI.11-12.8: Describe and evaluate the reasoning in seminal US and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g., <i>The Federalists</i>, presidential addresses).</p> <p>RI.11-12.9: Analyze and reflect on (e.g. practical knowledge, historical context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to US and/or global history.</p> <p>RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>W.11-12.1.: A. Introduce precise,</p>	<p>and arguments found in works of public advocacy.</p> <p>Students will be able to analyze how different foundational U.S. documents utilize rhetorical features and themes. Students will be able to define common organization structures and determine the structure that will organize complex ideas so that each new element builds on what precedes it.</p> <p>Students will be able to analyze the information, identify domain-specific vocabulary for the topic and organize information into broader categories using a chosen structure.</p> <p>Students will be able to choose several sources and synthesize information to answer a research inquiry.</p> <p>Students will be able to create an interview project to demonstrate</p>	<p>6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p> <p>HS-ETS1-1 Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p>HS-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental</p>	
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				<p>knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, 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.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions</p>	<p>understanding of the American Dream.</p> <p>Students will be able to write and speak to inform.</p> <p>Students will be able to research material to be discussed and determine key points and/or central ideas.</p> <p>Students will be able to participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on an idea to ensure a full range of positions on a topic or issue.</p> <p>Students will be able to propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p> <p>Students will be able to come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned</p>		<p>impacts.</p>	
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				<p>of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2:</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p>	<p>exchange of ideas.</p> <p>Students will be able to define point of view as how a speaker feels about a situation/topic being presented.</p> <p>Students will be able to assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Students will be able to present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct purpose.</p> <p>Students will be able to prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Students will be able to integrate appropriate digital media in a strategic manner to improve my presentation.</p>			
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				<p>concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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.</p> <p>W.11-12.10: Write</p>	<p>Students will be able to identify various reasons for speaking.</p> <p>Students will be able to recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper.</p> <p>Students will be able to apply common conventions of punctuation and mechanics of standard English to speaking/writing.</p> <p>Students will be able to infer the meaning of unknown words using context clues.</p> <p>Students will be able to recognize and define common affixes and roots.</p> <p>Students will be able to interpret figures of speech and analyze their overall role in the text.</p> <p>Students will be able to analyze how certain words and phrases that have similar</p>			
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				<p>routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11-12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis and</p>	<p>denotations can carry different nuances.</p> <p>Students will be able to acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, and speaking, and listening.</p> <p>Students will be able to consider vocabulary knowledge including denotation, nuance, etymology, etc., and determine the most appropriate words or phrases to express overall meaning.</p>			
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				<p>tone used.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence clearly, concisely and logically. The content, organization, and development, and style are appropriate to task, purpose and audience.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization,</p>				
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				<p>punctuation, and spelling when writing.</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibility from a range of strategies.</p> <p>L.11-12.5: A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6: Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.</p>				
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