

**Hillsborough Township Public Schools
Grade 11
English III Honors**

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standards (NJSLSA)	Progress Indicators	Learning Targets	Formative and Summative *required	Inter- disciplinary Connections	21st Century Connections
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<p>Unit I:</p> <p>Exploring Gender</p> <p>(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 rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does</p>	<p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</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 formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Producing clear ideas as a</p>	<p>NJSLSA.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</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>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>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. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.4: Produce clear and coherent writing in which the</p>	<p>Students can define narrative and describe basic parts of a plot.</p> <p>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.</p> <p>Students can use narrative techniques to develop experiences, events, and/or characters.</p> <p>Students can employ vivid language.</p> <p>Students can sequence events and signal changes w/ coherent transitions and structure.</p> <p>Students can 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</p>	<p>3H CA1: * Summer Reading Assessment</p> <p>3H CA2: * Summative narrative writing prompt</p> <p>Diagnostic: - Term Identification * - Class Discussion *</p> <p>Formative: - Close-reading - Group discussions* - Worksheets - Web-research - Tests and Quizzes - Open-ended responses * - Self-evaluation * - Collaborative learning groups - Analysis of informational text * - Peer reading and editing* - All stages of the writing</p>	<p>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.</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 and/or Creative</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>
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<p>author’s choice impact an audience?</p> <p>What makes a story effective for its purpose?</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>Am I clear</p>	<p>writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</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 structure and context to acquire, clarify, and use vocabulary.</p> <p>Comprehensio</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>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>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,</p>	<p>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, or consulting a style manual (such as MLA or APA style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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</p>	<p>experience/events and provides a sense of closure.</p> <p>Students can use prewriting strategies to formulate ideas.</p> <p>Students can 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 identify the writing style that best fits the task, purpose, and audience.</p> <p>Students can use organizational/formatting structure to develop writing ideas.</p> <p>Students can compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p>	<p>process* - Drafting Essay*</p> <p>Summative: - Close -reading* - Web-research - Tests and Quizzes - Collaborative learning groups - Reflective Essay*</p>	<p>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</p>	
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<p>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>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>n is enhanced through a collaborative process of sharing and evaluating ideas.</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 knowledge and ideas, effective readers analyze and evaluate content, reasoning, and</p>	<p>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 figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.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>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.R7</p>	<p>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 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 similar denotations.</p> <p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific</p>	<p>Students can employ prewriting strategies.</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 task require varied time frames.</p> <p>Students can understand writing exists for a variety of reasons.</p> <p>Students will be able to recognize the conventions of Standard English can change over time and</p>	<p>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 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>	
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<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 we use knowledge of the structure of language to write more effectively?</p> <p>How can reading and writing be used to</p>	<p>claims in diverse formats.</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.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>NJLSA.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>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with</p>	<p>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: A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to</p>	<p>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 increase vocabulary knowledge.</p> <p>Students can define,</p>	<p>6.1.12.B.2.a</p> <p>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</p> <p>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</p> <p>Determine the impact of religious and social movements on the development of American culture,</p>	
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solve societal problems?		<p>scaffolding as needed.</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</p>	<p>diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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 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</p>	<p>identify and interpret figurative language.</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 and 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>Students will be able</p>			<p>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>	
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		<p>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</p>	<p>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>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>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</p>	<p>6.1.12.D.11.c Explain why 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>	
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		<p>conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>NJLSA.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>NJLSA.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>NJLSA.L5 Demonstrate understanding 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 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>	<p>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 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.13.f Relate the changing role of women in the labor force to changes in family structure.</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>	
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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>HS-ETS1-3</p> <p>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>	
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<p>Unit II: Emergence of Freedom: Before and After (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 rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does</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 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</p>	<p>NJLSA.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>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p>NJLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</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.</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 of the discipline in which they are writing.</p> <p>E. Provide a concluding</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>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</p>	<p>3H CA3: * Research skills and methodology (multiple choice or annotated bibliography)</p> <p>3H CA4: * Midterm examination</p> <p>Diagnostic: -Class Discussion * - Thesis identification exercise</p> <p>Formative: -Close-reading - Group discussions* - Literature analysis graphic organizer - Web-research - Tests and Quizzes - Open-ended responses * - Self-evaluation * - Collaborative learning groups - Analysis of informational</p>	<p>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.</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 and/or Creative Commons to an original work.</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>
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<p>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>Am I clear about what I just read? How do I know?</p> <p>What makes</p>	<p>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>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is</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</p>	<p>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 writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</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 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>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 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</p>	<p>text *</p> <ul style="list-style-type: none"> - Peer reading and editing* - All stages of the writing process* - Research proposals* - Annotated bibliographies* -Research rough draft* <p>Summative:</p> <ul style="list-style-type: none"> - Close –reading* - Web-research - Tests and Quizzes - Collaborative learning groups 	<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> <p>8.1.12.F.1</p> <p>Evaluate the strengths and limitations of emerging technologies</p>	
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<p>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 read</p>	<p>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 knowledge and</p>	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</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>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 similar denotations.</p> <p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific</p>	<p>strategies.</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 recognize different writing task require varied time frames to complete.</p> <p>Students will be able to understand writing 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</p>	<p>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 put forth in the Constitution (i.e., due process, rule of law, and individual rights) have</p>	
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<p>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>ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</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>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</p>	<p>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: A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to</p>	<p>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>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</p>	<p>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 needed to ensure civil rights for African</p>	
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			<p>and quantitatively, as well as in words.</p> <p>NJLSA.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>NJLSA.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>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJLSA.SL1 Prepare for and</p>	<p>diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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 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>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 and 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>Students will be able to define themes through plot analysis.</p>		<p>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 consumer economy and</p>	
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			<p>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>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>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,</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 from different time periods.</p>		<p>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 minority groups often expressed a strong sense of nationalism despite the discrimination they</p>	
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			<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.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</p>	<p>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 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>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 determine if an</p>		<p>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-ETS1-3 Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of</p>	
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		<p>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</p>		<p>author’s structure is effective.</p> <p>Students will be able to define central ideas.</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 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>constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p>	
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			readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.		Students will be able to analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.			
<p>Unit III:</p> <p>The American Dream: Illusion or Reality</p> <p>(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 from text?</p> <p>Why is author’s word choice critical?</p> <p>In what ways does creative choice impact an audience?</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 strengthen understanding</p> <p>To gain keener insight into the integration of knowledge and ideas, effective</p>	<p>NJLSA.W1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>NJLSA.W5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</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>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>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 various forms of figurative language.</p> <p>Students will be able to distinguish between literal and figurative language.</p> <p>Students will be able to analyze how authors’ choice of specific words evokes a particular meaning</p>	<p>3H CA5: * Critical reading and synthesizing of two cold-read pieces (multiple choice)</p> <p>3H CA6: * Critical reading and synthesizing of an informative research essay - final draft from work during second marking-period</p> <p>Diagnostic: -On-line discussion forums -Self-evaluation - Group/partnered /whole class discussions*</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.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>6.1.12.A.1.b Analyze how gender, property</p>	<p>9.1.12.A.5 Analyze how the economic, social, and political conditions of a time period can affect the labor market.</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>

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<p>What makes a story effective for its purpose?</p> <p>How do readers construct meaning from text?</p> <p>In what ways does creative choice impact an audience?</p> <p>What makes a story effective for its purpose?</p> <p>How do students clarify what was just read?</p> <p>How do effective writers express themselves?</p> <p>How do writers develop a</p>	<p>readers analyze and evaluate content, reasoning, and claims in diverse content</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</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</p>	<p>NJSLSA.W6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</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>NJSLA.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.</p> <p>NJSLSA.W8 Gather relevant information from</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.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</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</p>	<p>or tone in a text and how using language in a new way creates an engaging overall effect.</p> <p>Students will be able to identify an author’s point of view in a text.</p> <p>Students will be able to identify textual evidence.</p> <p>Students will be able to read closely and find answers explicitly in text and answers that require an inference.</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</p>	<p>- Terminology identification*</p> <p>Formative:</p> <ul style="list-style-type: none"> - Class discussion* - Worksheets/graphic organizers - Open-ended responses* - Literary concept assessment - Whole class discussions - Non-fiction analysis* - Peer review worksheets* <p>Summative:</p> <ul style="list-style-type: none"> - Quizzes* - Novel tests* - Essay* 	<p>ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.2.a</p> <p>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.3.e</p> <p>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</p> <p>Relate varying immigrants’ experiences to gender, race, ethnicity, or</p>
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<p>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>When a word doesn't make sense,</p>	<p>choices when presenting information and to clarify meaning when reading and listening</p>	<p>multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</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</p>	<p>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.11-12.3. 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.11-12.6. 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 a problem.</p> <p>W.11-12.2. A. Introduce a topic; organize complex ideas,</p>	<p>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>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>occupation.</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>	
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<p>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>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 figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJLSA.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>NJLSA.R6 Assess how point of</p>	<p>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 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</p>				
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	<p>How can reading and writing be used to solve societal problems?</p>		<p>view or purpose shapes the content and style of a text.</p> <p>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</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,</p>	<p>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>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</p>				
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			<p>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.SL6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</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>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.</p> <p>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>				
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NJSLSA.SL2

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally.

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.

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.

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			<p>NJLSA.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>Unit IV: Individualism (9 weeks)</p>	<p>In what ways do values of the individual clash with those of larger society?</p> <p>Why does the individual choose what he chooses, and what are the</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>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</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>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</p>	<p>3H CA7: * College Essay</p> <p>3H CA8: * Final examination</p> <p>Diagnostic: - Terminology</p> <p>Formative: - Close reading* - Textual annotations - Character study - Theme Study*</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>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>

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<p>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 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>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 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</p>	<p>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</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 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.11-12.4: 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</p>	<p>to recognize when authors use literary techniques (e.g. satire, sarcasm, irony, or understatement) to shape the content and style of a text.</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 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</p>	<p>- Group discussions* - Collaborative learning groups - Peer reading and editing* - Interview questions* Summative: - Literature quizzes/tests* - College Essay* - "Who Am I?" Speech</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.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</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>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>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</p>	<p>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 use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use</p>	<p>other and the whole.</p> <p>NJLSA.R6 Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJLSA.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>NJLSA.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>NJLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with</p>	<p>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 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 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 support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>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 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</p>				
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<p>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>How does what you read influence how you should read it?</p> <p>How does an author create</p>	<p>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>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</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.11-12.6 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.11-12.10: 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.11-12.2: 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,</p>	<p>events interact and develop within a complex set of ideas or sequence of events.</p> <p>Students will be able to 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>				
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<p>meaning in a text and what makes meaning valid?</p> <p>How can reading and writing be used to solve societal problems?</p>			<p>organization, development, and style are appropriate to task, purpose and audience.</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.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>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 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.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</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, and arguments found in works of public advocacy.</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 create an interview project to demonstrate understanding of the American Dream.</p> <p>Students will be able to write and speak to inform.</p> <p>Students will be able</p>			
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			<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>SL.11-12.1: A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <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>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 exchange of ideas.</p>		
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				<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 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.11-12.6: 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, 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</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 identify various reasons for speaking.</p>			
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				<p>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>	<p>Students will be able to infer the meaning of unknown words using context clues.</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 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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