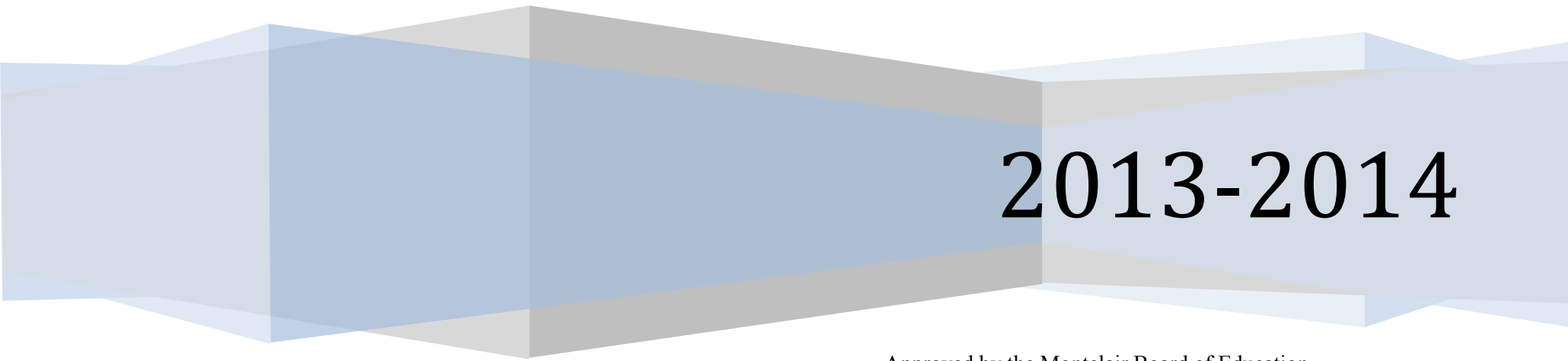


Montclair Public Schools

# English Language Arts

## Curriculum Guide

English High Honors Grade 11



2013-2014

Approved by the Montclair Board of Education  
November 2012/Revised: September 2013

Montclair Public Schools  
CCSS English HH Unit: Marshall A.b

Subject	English	Grade	11 HH	Unit #	1	Pacing	10 weeks
Unit	Elements of Short Fiction						
Overview							
<p>Unit 1 of English 11HH begins the exploration of the nature and purpose of literature, specifically short fiction. Students study the elements of the short story, mastering the analytical tools and literary terms that help them recognize great literature and its value to society. Students also practice the kinds of close reading and analysis that can be applied to other types of texts. Through the writing of persuasive essays and participation in collaborative discussions, students learn how to use reasoning, evidence, and research in the development of an argument. At this level, students demonstrate command of the conventions of the English language and an ever-increasing vocabulary.</p>							
Standard #	Reading Standards: Literary Text (Priority in Bold)	SLO #	Student Learning Objectives				Depth of Knowledge
RL.11-12.1	<ul style="list-style-type: none"> <li><b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></li> </ul>	1	<ul style="list-style-type: none"> <li><b>Students will summarize what the text says explicitly and what the text seems to infer.</b></li> </ul>				3
		2	<ul style="list-style-type: none"> <li><b>Students will identify and note evidence to support their claims.</b></li> </ul>				3
		3	<ul style="list-style-type: none"> <li><b>Students will recognize where an author purposely leaves matters uncertain, inconclusive, or open-ended.</b></li> </ul>				3
RL.11-12.2	<ul style="list-style-type: none"> <li><b>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.</b></li> </ul>	4	<ul style="list-style-type: none"> <li><b>Students will identify more than one theme or central idea in a text.</b></li> </ul>				1
		5	<ul style="list-style-type: none"> <li><b>Students will analyze how each theme develops over the course of the text by compiling a group of strong textual quotes and/or paraphrases that support analysis of the text.</b></li> </ul>				4
		6	<ul style="list-style-type: none"> <li><b>Students will understand the inter-relationship between multiple themes and how this impacts readers.</b></li> </ul>				4
		7	<ul style="list-style-type: none"> <li><b>Students will provide an objective summary of the text.</b></li> </ul>				2
1: 2013-2014							

RL.11-12.4	<ul style="list-style-type: none"> <li>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. (Include Shakespeare as well as other authors.)</li> </ul>	8	<ul style="list-style-type: none"> <li>Students will determine the figurative, connotative, and denotative meanings of words and phrases in the text.</li> </ul>	3
		9	<ul style="list-style-type: none"> <li>Students will analyze the impact of word choices on meaning and tone in the text.</li> </ul>	4
		10	<ul style="list-style-type: none"> <li>Students will identify specific language that is descriptive, creative, or original.</li> </ul>	1
RL.11-12.5	<ul style="list-style-type: none"> <li>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.</li> </ul>	11	<ul style="list-style-type: none"> <li>Students will examine specific parts of a text in order to understand how an author structured and crafted particular parts so that they would contribute meaning or artistic effect.</li> </ul>	3
RL.11-12.6	<ul style="list-style-type: none"> <li>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).</li> </ul>	12	<ul style="list-style-type: none"> <li>Students will define and be familiar with terms such as irony, satire, sarcasm, and understatement.</li> </ul>	1
		13	<ul style="list-style-type: none"> <li>Students will recognize instances when an author says one thing and means another.</li> </ul>	2
		14	<ul style="list-style-type: none"> <li>Students will explain how irony, satire, sarcasm, and understatement affect character and point-of-view.</li> </ul>	3

Standard #	Reading Standards: Informational Text (Priority in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
RI.11-12.1	<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</li> </ul>	15	<ul style="list-style-type: none"> <li>Students will summarize what the text says explicitly and what the text seems to infer.</li> </ul>	2
		16	<ul style="list-style-type: none"> <li>Students will identify and note evidence to support their claims.</li> </ul>	3
		17	<ul style="list-style-type: none"> <li>Students will recognize where an author purposely leaves matters uncertain, inconclusive, or open-ended.</li> </ul>	3
RI.11-12.2	<ul style="list-style-type: none"> <li>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</li> </ul>	18	<ul style="list-style-type: none"> <li>Students will identify two or more central ideas in a text and will analyze how each idea develops over the course of the text.</li> </ul>	3
		19	<ul style="list-style-type: none"> <li>Students will understand how multiple ideas interact with each other and how readers are affected.</li> </ul>	4
		20	<ul style="list-style-type: none"> <li>Students will provide an objective summary of the text.</li> </ul>	2
RI.11-12.3	<ul style="list-style-type: none"> <li>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.</li> </ul>	21	<ul style="list-style-type: none"> <li>Students will examine a set of ideas and determine how specific ideas relate to one another and develop throughout the text.</li> </ul>	4
RI.11-12.4	<ul style="list-style-type: none"> <li>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.</li> </ul>	22	<ul style="list-style-type: none"> <li>Students will determine figurative, connotative, and technical meanings of words and phrases in the text.</li> </ul>	2
		23	<ul style="list-style-type: none"> <li>Students will analyze how key terms are used and refined over the course of the text.</li> </ul>	4
RI.11-12.5	<ul style="list-style-type: none"> <li>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</li> </ul>	24	<ul style="list-style-type: none"> <li>Students will examine the structure an author uses and judge its clarity and effectiveness.</li> </ul>	3
RI.11-12.6	<ul style="list-style-type: none"> <li>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective,</li> </ul>	25	<ul style="list-style-type: none"> <li>Students will, upon reading a text that is rich with effective language, determine an</li> </ul>	3

	analyzing how style and content contribute to the power.	26	author's point of view and purpose. <ul style="list-style-type: none"><li>• Students will recognize specific uses of effective language and will analyze the ways in which style and content contribute to the power and beauty of the text.</li></ul>	3
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Standard #	Writing Standards (Priority in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
W.11-12.1	<ul style="list-style-type: none"> <li><b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient.</b></li> </ul>	27	<ul style="list-style-type: none"> <li><b>Students will write, creating argumentative and persuasive texts that support their analysis of a text or topic.</b></li> </ul>	4
		28	<ul style="list-style-type: none"> <li><b>Students will use valid reasoning and enough relevant evidence to legitimately support their claims.</b></li> </ul>	3
W.11-12.1a	<ul style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</li> </ul>	29	<ul style="list-style-type: none"> <li>Students will introduce arguments clearly and accurately with regard to counterclaims.</li> </ul>	2
		30	<ul style="list-style-type: none"> <li>Students will distinguish claim(s) from alternate or opposing claims.</li> </ul>	2
		31	<ul style="list-style-type: none"> <li>Students will create an organization that logically sequences claim(s), counterclaim(s), reasons, and evidence.</li> </ul>	4
W.11-12.1b	<ul style="list-style-type: none"> <li>Develop claims(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</li> </ul>	32	<ul style="list-style-type: none"> <li>Students will develop their argument and treat their claims and counterclaims equitably, taking into account what their audience knows and values, as well as what concerns they might have.</li> </ul>	4
W.11-12.1c	<ul style="list-style-type: none"> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims(s) and reasons, between reasons and evidence, and between claims(s) and counterclaims.</li> </ul>	33	<ul style="list-style-type: none"> <li>Students will choose precise words and varied syntax in order to develop their arguments.</li> </ul>	2
W.11-12.1d	<ul style="list-style-type: none"> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> </ul>	34	<ul style="list-style-type: none"> <li>Students will maintain an appropriate style and tone, while adhering to the norms and conventions of writing.</li> </ul>	2
W.11-12.1e	<ul style="list-style-type: none"> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	35	<ul style="list-style-type: none"> <li>Students will provide a clear concluding statement of section that follows from and</li> </ul>	3

W.11-12.4	<ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	36	supports the argument.	3
		37	<ul style="list-style-type: none"> <li>Students will produce writing that is clear and understandable to the reader.</li> <li>Students will produce writing that is appropriate to the task, purpose, and intended audience.</li> </ul>	3
W.11-12.9	<ul style="list-style-type: none"> <li><b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b></li> </ul>	38	<ul style="list-style-type: none"> <li><b>Students will research and gather evidence from literary or informational texts to support analysis, reflection and research.</b></li> </ul>	3
W.11-12.10	<ul style="list-style-type: none"> <li>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</li> </ul>	39	<ul style="list-style-type: none"> <li>Students will participate in a variety of writing tasks, or varying lengths.</li> </ul>	3
		40	<ul style="list-style-type: none"> <li>Students will demonstrate the flexibility, concentration and fluency to produce high quality first draft texts under a tight deadline.</li> </ul>	3
		41	<ul style="list-style-type: none"> <li>Students will demonstrate the capacity to revisit and make improvements to a piece of writing over multiple drafts when appropriate.</li> </ul>	4

Standard #	Speaking & Listening Standards (Priority in Bold)	SLO #	Student Learning Outcomes	Depth of Knowledge
SL.11-12.1	<ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	42	<ul style="list-style-type: none"> <li>Students will initiate and participate effectively in a range of collaborative discussions.</li> </ul>	3
		43	<ul style="list-style-type: none"> <li>Students will participate in discussions with diverse partners on appropriate texts, topics and issues, building on each other's ideas and expressing their own ideas clearly and persuasively.</li> </ul>	4
Standard #	Language Standards (Priority in Bold)	SLO #	Student Learning Outcomes	Depth of Knowledge
L.11-12.1	<ul style="list-style-type: none"> <li><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></li> </ul>	44	<ul style="list-style-type: none"> <li><b>Students will demonstrate a strong command of the conventions of standard English grammar and usage in order to communicate effectively.</b></li> </ul>	2
L.11-12.4	<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies</li> </ul>	45	<ul style="list-style-type: none"> <li>Students will apply the understanding that language is ever-changing, using appropriate formal or informal grammar and usage when speaking or writing.</li> </ul>	2
<b>Big Ideas: Marshall A.c</b>				
<ol style="list-style-type: none"> <li>Reading, analyzing, and writing about fiction give us insights into human nature, throughout history and across cultures.</li> <li>Close reading and detailed analysis of effective short stories helps us understand the difference between a "good read" and great literature.</li> <li>Analytical skills developed through careful study of fiction can be applied to other types of texts and reading materials.</li> <li>The act of reading fiction can give us pleasure and enhance our lives.</li> </ol>				
<b>Essential Questions: Marshall A.c, C.c</b>				
<ol style="list-style-type: none"> <li>Why do humans, throughout history and across cultures, continue to tell stories?</li> <li>What are the characteristics or elements of a short story that contribute to its meaning and effectiveness?</li> <li>How do you distinguish a "good read" from great literature?</li> <li>How can analyzing the multiple and complex themes and elements of fiction give us pleasure and enhance our lives?</li> <li>How does writing <i>about</i> fiction help us to understand its purpose?</li> </ol>				



<b>Assessments: Marshall A.d, D.c</b>
<ol style="list-style-type: none"> <li>1. Formal and informal formative and summative assessments as determined by the teacher</li> <li>2. Common Benchmark as per district schedule</li> </ol>
<b>Key Vocabulary</b>
Fiction/short story, Theme, Character, Setting, Plot, Point-of-view, Symbol, Irony, Mood/tone, Schools of literary criticism: formalist, biographical, mythological, psychological, feminist, etc.
<b>Suggested Resources (These are recommended; you may select others as long as they are aligned to the standards and Lexile levels in this unit of study.)</b>
<ul style="list-style-type: none"> <li>• <i>Oxford Book of American Short Stories</i> or other similar anthologies, such as <i>Perrine's Literature: Structure, Sound and Sense</i></li> <li>• Novels: Jane Austen, <i>Pride and Prejudice</i>; Kate Chopin, <i>The Awakening</i>; William Faulkner, <i>As I Lay Dying</i>; Ernest Hemingway, <i>A Farewell to Arms</i> OR <i>The Sun Also Rises</i>; Zora Neale Hurston, <i>Their Eyes Were Watching God</i>; Toni Morrison, <i>The Bluest Eye</i></li> <li>• Essays of literary criticism and theory, such as Poe's "Philosophy of Composition," Eliot's "Tradition and the Individual Talent," Rich's "When We Dead Awaken: Writing as Revision," Walker, "In Search of Our Mother's Gardens," as well as articles from the JSTOR archives.</li> </ul>

<b>DIFFERENTIATION</b>		
<b>Special Education</b>	<b>ELL</b>	<b>RtI</b>
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Differentiated instruction provided by teacher(s) and based upon recommendation of I&amp;RS Committee and</li> </ul>
<b>CROSS CURRICULUR RESOURCES</b>		
The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

<b>21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply</b>		<b>21<sup>st</sup> Century Skills: Bold all that apply</b>		
<b>Global Awareness</b> Financial, Economic, Business and Entrepreneurial Literacy <b>Civic Literacy</b> Health Literacy Environmental Literacy		Creativity & Innovation <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> Media Literacy <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> Life & Career Skills		
<b>Technology Infusion</b>				
<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking/ Listening and Language</b>	<b>Other</b>
CCRA. W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others  CCRAW.8. Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.  CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	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.	W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information  W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format	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.  L.11-12.4c 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.	Interactive White Board Applications Digital Texts Audio Texts

for citation.

### Evidence of Student Learning

- Common benchmarks
- Evaluation rubrics
- Self-reflections
- Self- assessments
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes
- Journals

ELA Curriculum Unit Planning Template

Subject	English	Grade	11 HH	Unit	2	Pacing	10 Weeks
Unit	Elements of the Novel and Literary Nonfiction						
<b>Overview</b>							
Unit 2 of English 11 HH involves the exploration of the nature and purpose of literature, specifically the novel and literary nonfiction. Building on their mastery of the Elements of Short Fiction in Unit 1, students master more complex analytical tools and literary terms that help them recognize great literature and its value to society. Students also continue to learn strategies for close reading and analysis that can be applied to other types of texts. Through the writing of argumentative essays and participation in collaborative discussions, students learn how to use reasoning, evidence, and research in the development of an argument. Students will gain an understanding of the major schools of literary criticism. At this level, students also demonstrate command of the conventions of the English language, as well as an ever-increasing vocabulary.							
<b>Standard #</b>	<b>Reading Standards: Literary Text (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>			<b>Depth of Knowledge</b>	
<b>RL.11-12.5</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	1	<ul style="list-style-type: none"> <li>Students will understand how an author’s choices regarding structure impact the meaning and aesthetic value of a text.</li> </ul>			3	
		2	<ul style="list-style-type: none"> <li>Students will examine specific parts of a text in order to understand how an author structured and crafted that particular part so that it would contribute to a specific meaning.</li> </ul>			4	
		3	<ul style="list-style-type: none"> <li>Students will be familiar with terms such as sarcasm, irony, satire, and understatement.</li> </ul>			4	
		4	<ul style="list-style-type: none"> <li>Students will be able to identify examples of sarcasm, irony, satire, and understatement.</li> </ul>			3	
		5	<ul style="list-style-type: none"> <li>Students will be able to understand a point of view that distinguishes between what is directly stated and what is really meant, and to understand what value that adds to the text.</li> </ul>			4	
<b>RL.11-12.6</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>	3	<ul style="list-style-type: none"> <li>Students will be familiar with terms such as sarcasm, irony, satire, and understatement.</li> </ul>			4	
		4	<ul style="list-style-type: none"> <li>Students will be able to identify examples of sarcasm, irony, satire, and understatement.</li> </ul>			3	
<b>RL.11-12.6</b>	<ul style="list-style-type: none"> <li>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).</li> </ul>	4	<ul style="list-style-type: none"> <li>Students will be able to identify examples of sarcasm, irony, satire, and understatement.</li> </ul>			3	
		5	<ul style="list-style-type: none"> <li>Students will be able to understand a point of view that distinguishes between what is directly stated and what is really meant, and to understand what value that adds to the text.</li> </ul>			4	
		5	<ul style="list-style-type: none"> <li>Students will be able to understand a point of view that distinguishes between what is directly stated and what is really meant, and to understand what value that adds to the text.</li> </ul>			4	
<b>Standard #</b>	<b>Reading Standards: Informational Text (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>			<b>Depth of Knowledge</b>	
<b>RI.11-12.3</b>	<ul style="list-style-type: none"> <li>Analyze a complex set of ideas or sequence of events</li> </ul>	6	<ul style="list-style-type: none"> <li>Students will explain how specific individuals,</li> </ul>			3	

RI.11-12.7	<p>and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	7	<p>ideas, or events interact and develop over the course of the text.</p> <ul style="list-style-type: none"> <li>Students will use and evaluate multiple sources of information presented in different media or formats to address a question or solve a problem.</li> </ul>	4
				?
Standard #	Writing Standards (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
W.11-12.5	<ul style="list-style-type: none"> <li><b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</b></li> </ul>	8	<ul style="list-style-type: none"> <li><b>Students will use planning, revising, editing, rewriting, and trying new approaches in order to develop and strengthen their writing.</b></li> </ul>	3
		9	<ul style="list-style-type: none"> <li><b>Students will be aware that purpose and audience may change for different writing tasks.</b></li> </ul>	4
W.11-12.6	<ul style="list-style-type: none"> <li>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</li> </ul>	10	<ul style="list-style-type: none"> <li>Students will use technology, including the internet, to craft, produce, revise, and collaborate on writing.</li> </ul>	3
		11	<ul style="list-style-type: none"> <li>Students will respond to, and utilize, feedback from others, including new arguments or information.</li> </ul>	3
W.11-12.8	<ul style="list-style-type: none"> <li>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> </ul>	12	<ul style="list-style-type: none"> <li>Students will gather relevant information from authoritative sources, both print and digital, using advanced searches effectively.</li> </ul>	3
		13	<ul style="list-style-type: none"> <li>Students will assess the strengths and limitations of each source in terms of the task, purpose, and audience.</li> </ul>	4
		14	<ul style="list-style-type: none"> <li>Students will integrate new information into</li> </ul>	3

			<p>the text selectively to maintain the flow of ideas.</p> <ul style="list-style-type: none"> <li>Students will avoid plagiarism and overreliance on any one source and will follow a standard format for citation.</li> </ul>	
Standard #	Speaking & Listening Standards (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Outcomes	Depth of Knowledge
SL.11-12.1	<ul style="list-style-type: none"> <li>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</li> </ul>	15	<ul style="list-style-type: none"> <li>Students will be initiate and participate effectively in a range of collaborative discussions with diverse partners.</li> </ul>	3
		16	<ul style="list-style-type: none"> <li>Students will participate in discussions on appropriate texts, topics, and issues, building on each other's ideas and expressing their own ideas clearly and persuasively.</li> </ul>	4
Standard #	Language Standards (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Outcomes	Depth of Knowledge
L.11-12.1	<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</li> </ul>	17	<ul style="list-style-type: none"> <li>Students will demonstrate command of the conventions of standard English grammar and usage in order to communicate effectively.</li> </ul>	3
		18	<ul style="list-style-type: none"> <li>Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases.</li> </ul>	2
Big Ideas				
<ul style="list-style-type: none"> <li>Reading, analyzing, and writing about fiction gives us insights into human nature, throughout history and across cultures.</li> <li>Close reading and detailed analysis of effective novels helps us understand the difference between a "good read" and great literature.</li> <li>Research methods and analytical skills developed through careful study of fiction can be applied to other types of texts and reading materials.</li> <li>The act of reading fiction can give us pleasure and enhance our lives.</li> </ul>				
Essential Questions				
<ul style="list-style-type: none"> <li>Why do humans, throughout history and across cultures, continue to tell stories?</li> <li>What are the characteristics or elements of a novel, or a piece of literary non-fiction, that contribute to its meaning and effectiveness?</li> <li>How do you distinguish a "good read" from great literature?</li> </ul>				

- How can analyzing the multiple and complex themes and elements of fiction or literary non-fiction give us pleasure and enhance our lives?
- How does writing about fiction help us to understand purpose?

### Assessments

- Teacher based.
- Common Benchmark as per district schedule

### Key Vocabulary

- Fiction, theme, character, setting, plot, point-of-view, symbol, sarcasm, irony, satire, understatement, mood/tone.
- Schools of literary criticism: formalist/New Criticism, biographical, historical, mythological/archetypal, psychological, feminist, Marxist, etc.

### Suggested Resources

- Novels: Jane Austen, *Pride and Prejudice*; Kate Chopin, *The Awakening*; William Faulkner, *As I Lay Dying*; Ernest Hemingway, *The Sun Also Rises*; Zora Neale Hurston, *Their Eyes Were Watching God*; Toni Morrison, *The Bluest Eye*
- Essays of literary criticism and theory; articles from JSTOR archives and other databases.

## DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Differentiated instruction provided by teacher(s) and based upon recommendation of I&amp;RS Committee and</li> </ul>

**CROSS CURRICULAR RESOURCES**

The Amistad Commission's Literacy components for Primary Grades: <http://njamistadcurriculum.net/>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

**ALIGNMENT TO 21<sup>st</sup> CENTURY SKILLS AND TECHNOLOGY**

**21<sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply**

**21<sup>st</sup> Century Skills: Bold all that apply**

**Global Awareness**  
 Financial, Economic, Business and Entrepreneurial Literacy  
**Civic Literacy**  
 Health Literacy  
 Environmental Literacy

Creativity & Innovation  
**Critical Thinking & Problem Solving**  
**Communication & Collaboration**  
 Media Literacy  
**Information Literacy**  
**Information, Communication & Technology**  
 Life & Career Skills

**Technology Infusion**

College and Career Readiness Anchor Standards	Reading	Writing	Speaking/ Listening and Language	Other
<p>CCRA. W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRAW.8. Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</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 plagiarism and overreliance</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>L.11-12.4c 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.</p>	<p>Interactive White Board                      Applications                      Digital Texts                      Audio Texts</p>



		on any one source and following a standard format for citation.		
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<b>Evidence of Student Learning</b>				
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- |  |  |  |  |  |
|--|--|--|--|--|
| <ul style="list-style-type: none"><li>• Common benchmarks</li><li>• Evaluation rubrics</li><li>• Self-reflections</li><li>• Self- assessments</li><li>• Teacher-student conferences</li><li>• Running records</li><li>• Students' published pieces</li><li>• Unit tests</li><li>• Quizzes</li><li>• Journals</li></ul> |  |  |  |  |
|--|--|--|--|--|

Montclair Public Schools  
 CCSS “English 11 High Honors” Unit: Marshall A.b

Subject	English 11 High Honors	Grade	11 High Honors	Unit #	3	Pacing	8-10 weeks
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Unit	Poetry-Sound and Sense
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**Overview**

The poetry unit encompasses reading, writing, and learning about poetry. Students learn multiple terms related to poetry and poetic techniques. They will also need to identify these techniques in poems and write critical essays analyzing these techniques. Within the poetry unit, students will develop the skills needed to move forward into a rigorous advanced placement literature classes. Students will also study a range of poetry schools and movements including but not limited to Romanticism, Symbolists Imagisms, Harlem Renaissance, The Beats, The Black Arts Movement, Slam poetry.

Lexile Band 11<sup>th</sup> grade 960L to 1690L

Standard #	Reading Standards: Literary Text (Priority Or Top Level Transfer Standards in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RL.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	1.	<ul style="list-style-type: none"> <li>Identify evidence to support analysis of text</li> </ul>	3
CCSS.ELA-Literacy.RL.11.2	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.	2. 3. 4.	<ul style="list-style-type: none"> <li>Analyze the interrelationship and development of multiple themes in text.</li> <li>Explain how themes or central ideas build on each other and add complexity</li> <li>Summarize text objectively</li> </ul>	3 3 2

Standard #	Reading Standards: Informational Text (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RI.11.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining	5. 6.	<ul style="list-style-type: none"> <li>Evaluate relevancy, accuracy, and completeness of author’s argument</li> <li>Identify evidence to support analysis</li> </ul>	4 4

	where the text leaves matters uncertain.	7.	of text <ul style="list-style-type: none"> <li>Explain where text leaves matters/topics uncertain.</li> </ul>	4
CCSS.ELA-Literacy.RI.11.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	8. 9. 10. 11.	<ul style="list-style-type: none"> <li>Distinguish two or more central themes in text.</li> <li>Illustrate how multiple themes may be interrelated.</li> <li>Explain development of themes within text.</li> <li>Compose a objective summary of text.</li> </ul>	4 4 4 4
CCSS.ELA-Literacy.RI.11.4	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)	12.	Analyze text for word and phrase choices, including figurative language, connotative and denotative meaning, and how word and phrase choices Implicitly affect the meaning of the text	4
CCSS.ELA-Literacy.RI.11.6	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.	13. 14. 15.	<ul style="list-style-type: none"> <li>Evaluate rhetorical devices and their effect on tone and argumentation.</li> <li>Identify rhetorical strategies used and explain the use of reason in argumentation.</li> <li>Deconstruct and interpret how rhetorical and stylistic choices contribute to a texts power.</li> </ul>	4 4 4
<b>Standard #</b>	<b>Writing Standards (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>	<b>Depth of Knowledge</b>
CCSS.ELA-Literacy.W.11.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence	16.	<ul style="list-style-type: none"> <li>Develop an argument supported by claims using reason and evidence</li> </ul>	4
CCSS.ELA-Literacy.W.11.2	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>	17. 18. 19.	<ul style="list-style-type: none"> <li><b>Write text that informs/explains complex ideas and concepts.</b></li> <li><b>Compose with clarity, organization, and analysis.</b></li> <li><b>Investigate concepts through the use of appropriate selection, organization, and analysis of</b></li> </ul>	3 3 3

			<b>concepts.</b>	
CCSS.ELA-Literacy.W.11.2a	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.	20. 21. 22. 23. 24.	<ul style="list-style-type: none"> <li>• Create an introduction than engages reader.</li> <li>• Structure an organizational pattern that builds on previous ideas.</li> <li>• Design unity in writing carrying out position/argument throughout piece.</li> <li>• Use MLA format, and seamlessly include headings, graphics, and other aids to comprehension.</li> <li>•</li> </ul>	4 3 3 2 1
CCSS.ELA-Literacy.W.11.2b	<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.</b>	25.	<ul style="list-style-type: none"> <li>• <b>Select significant and relevant facts, definitions, details, quotes, and other information.</b></li> </ul>	<b>3</b>
CCSS.ELA-Literacy.W.11.2c	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.	26.	<ul style="list-style-type: none"> <li>• Expand on a topic by selecting most relevant information.</li> </ul>	2
CCSS.ELA-Literacy.W.11.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	27. 28. 29.	<ul style="list-style-type: none"> <li>• Write with a variety of transitions and syntax.</li> <li>• Write to clarify and unify ideas and concepts</li> <li>• Choose specific language for topic.</li> </ul>	2 3 2
CCSS.ELA-Literacy.W.11.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	30. 31.	<ul style="list-style-type: none"> <li>• Introduce a strong formal style and tone.</li> <li>• Maintain the standards and format appropriate for text.</li> </ul>	2 2
CCSS.ELA-Literacy.W.11.2f	Provide a concluding statement or section that follows from and supports the information or explanation	32.	<ul style="list-style-type: none"> <li>• Write a concluding statement that supports information presented.</li> </ul>	3

	presented (e.g., articulating implications or the significance of the topic).	33.	<ul style="list-style-type: none"> <li>Indicate significance or implications of topic</li> </ul>	3
CCSS.ELA-Literacy.W.11.7	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.	34. 35. 36.	<ul style="list-style-type: none"> <li>Investigate a problem/topic/ question through using various sources.</li> <li>Evaluate strengths and limitations of resources toward furthering arguments.</li> <li>Integrate appropriate resources based on task, purpose, and audience.</li> </ul>	3 3 3
<b>Standard #</b>	<b>Speaking &amp; Listening Standards (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Outcomes</b>	<b>Depth of Knowledge</b>
CCSS.ELA-Literacy.SL.11.1b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.	37.	<ul style="list-style-type: none"> <li>Participate in discussion that rephrases previous opinions and perspectives to delineate points clearly and encourage a democratic exchange.</li> </ul>	2
CCSS.ELA-Literacy.SL.11.3	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.	38.	<ul style="list-style-type: none"> <li>Appraise a speaker's point of view using reason, evidence, and rhetoric.</li> </ul>	3
CCSS.ELA-Literacy.SL.11.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	39.	<ul style="list-style-type: none"> <li>Present information using a clear line of reasoning, evidence and findings, allowing for opposing perspectives to be address either formally or informally.</li> </ul>	3
CCSS.ELA-Literacy.SL.11.5	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.	40.	<ul style="list-style-type: none"> <li>Evaluate information from a variety of sources and formats to inform arguments and further investigation.</li> </ul>	2
CCSS.ELA-Literacy.SL.11.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when	41.	<ul style="list-style-type: none"> <li>Decide on appropriate speech style for given situation and adapts to the use of formal English when</li> </ul>	3

	indicated or appropriate.		appropriate.	
Standard #	Language Standards (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Outcomes	Depth of Knowledge
CCSS.ELA-Literacy.L.11.1b	Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	42.	<ul style="list-style-type: none"> <li>Consult references to resolve issues of contested usage.</li> </ul>	1
CCSS.ELA-Literacy.L.11.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	43.	<ul style="list-style-type: none"> <li>Demonstrate use of the conventions of standard English capitalization, punctuation, and spelling when writing.</li> </ul>	1
CCSS.ELA-Literacy.L.11.2b	Spell correctly.	44.	<ul style="list-style-type: none"> <li>Spell correctly.</li> </ul>	1
CCSS.ELA-Literacy.L.11.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	45. 46.	<ul style="list-style-type: none"> <li>Analyze and examine the meaning of words to determine the most effective choices for communication.</li> <li>Analyze and examine the meaning of words to determine the most effective choices for comprehension.</li> </ul>	3 3
CCSS.ELA-Literacy.L.11.4b	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	47.	<ul style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech.</li> </ul>	1
CCSS.ELA-Literacy.L.11.4c	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.	48.	<ul style="list-style-type: none"> <li>Use reference materials to clarify word meanings, part of speech, etymology, pronunciation, and usage.</li> </ul>	1
CCSS.ELA-Literacy.L.11.4d	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).	49.	<ul style="list-style-type: none"> <li>Confirm inferred meaning using context or dictionary.</li> </ul>	1
CCSS.ELA-Literacy.L.11.5	<b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</b>	50.	<ul style="list-style-type: none"> <li><b>Interpret the use of figurative language, word relationships, and nuances in word meanings.</b></li> </ul>	3

CCSS.ELA-Literacy.L.11.5a	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	51.	<ul style="list-style-type: none"> <li>Analyze figurative language within context.</li> </ul>	3
CCSS.ELA-Literacy.L.11.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	52. 53.	<ul style="list-style-type: none"> <li>Relate the understanding of domain specific words and phrases.</li> <li>Demonstrate independence in gathering vocabulary knowledge.</li> </ul>	1 2

**Big Ideas: Marshall A.c**

- Poetry can be interpreted in many ways, supported by textual evidence.
- Poets make deliberate and thoughtful decisions about style, tone, rhythm, structure, and word choice.
- Poetry can take many forms.
- Poetry is about the use of carefully chosen language.
- Poetry is an important and valued literary genre.

**Essential Questions: Marshall A.c, C.c**

- How do poetic elements and structures contribute to meaning and appreciation?
- How do we accurately interpret a poem?
- How is poetry different from other art forms?
- What is an appreciation of poetry?
- What determines the value of poetry? How does poetry differ from prose?

**Assessments: Marshall A.d, D.c**

- Quizzes using context, multiple-choice questions, writing sentences and definitions.
- Reading checks and quizzes, small and class discussion; completion of worksheets on specific topics.
- Comprehensive test
- Individual and group presentations
- Analytical essays
- Response journals
- Reading strategies for poems.
- Memoir analysis and writing
- College essay
- Journal Writing-both on literature and other topics
- Literature discussion-various
- Character analysis -(verbal and in groups)

- Persuasive writing
- Analysis of literary devices-metaphor, simile etc.
- Think-pair-share
- Reading for Hot Spots
- Silent discussions
- Writing conferences
- Quizzes, Test, short reflective and analytical papers
- Common Benchmark as per district schedule

### Key Vocabulary

- Voice- Speaker, Tone
- Diction - Denotation, Connotation, Idiom
- Imagery (appeals to the senses - Visual, Auditory, Tactile, Olfactory, Gustatory ,Kinesthetic
- Figures of Speech - Literal and Figurative Language, Metaphor, Simile, Hyperbole, Synecdoche, Personification
- Symbolism and Allegory
  - Syntax
  - Rhyme - End, Internal, Exact or Perfect, Slant
- Alliteration - Assonance, Consonance, Onomatopoeia
- Kinds of feet: Iamb, Trochee, Anapest, Dactyl, Spondee, Pyrrhic foot
- Meter determined by number of feet in line: Dimeter, Trimeter, Tetrameter, Pentameter
- Rhythm and Meter
  - Poetic Schools and Movements

### Suggested Resources (These are recommended; you may select others as long as they are aligned to the standards and Lexile levels in this unit of study.)

#### **Poems**

- "The Eagle"* Alfred, Lord Tennyson NP
- "Winter"* William Shakespeare NP
- "Dulce et Decorum Est"* Wilfred Owen NP
- "Ballad of Birmingham"* Dudley Randall NP
- "Constantly risking absurdity"* Lawrence Ferlinghetti NP
- "Suicide's Note"* Langston Hughes NP
- "Chrysanthamums"* –Lee Young Lee NP
- "Mirror"* Sylvia Plath NP
- "Queens"* Julia Alvarez NP
- "I taste liquer never brewed"* Emily Dickenson NP
- "The Sick Rose"* William Blake NP
- "A Noiseless Patient Spider"* Walt Whitman NP
- "in the inner city"* Lucille Clifton NP
- "We Real Cool"* Gwendolyn Brooks NP
- "Sweetness Always"* Pablo Neruda NP
- "Howl"* Allen Ginsberg NP



"The Colonel" Coralyn Forche NP  
"Parsley " Rita Dove NP  
"Indian Boy Love Song" Sherman Alexie NP

**Non-fiction**

"[The State of the Preface Address](#)" - Tom Thompson on Wordsworth and Common Speech Lexile 960  
"[The Politics of Meter](#)" - Catherine Wagner on Traditional Forms - Lexile 1470  
"In Praise of Abstraction" - Ravi Shankar on Moving Beyond Concrete Imagery - Lexile 1610  
"[The Raw and the Cooked](#)" - Tina Cane on Robert Lowell and the Beats - Lexile 1060  
"On Frost as a Terrifying Poet" - Lionel Trilling Lexile 920  
"On Frost's Realistic Technique" - Amy Lowell - Lexile 890  
"On Racial Poetry" - Countee Cullen - Lexile 1690  
"On Universal Poetry" - Onwuchekwa Jemie - 1380

**Other resources**

*Perrine's: Literature Structure, Sound and Sense* by Thomas Arp  
*Poetry Debates and Manifestos*- <http://www.poets.org/page.php/prmID/201>  
Common Core State Standards Initiative <http://www.corestandards.org/>  
Partnership for Assessment for College and Careers <http://www.parcconline.org/>  
The Lexile Framework for Reading: <http://www.lexile.com/>  
Project Gutenberg: <http://www.gutenberg.org>  
*JSTOR*  
*EBSCOhost*  
*Oxford English Dictionary*  
*Encyclopedia Britannic*

- CCSS Framework Appendix A: Grade Level Text Complexity (p.5)
- CCSS Framework Appendix B: Text Exemplars and Sample Performance Tasks
- CCSS Framework Appendix C: Writing Exemplars

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Differentiated instruction provided by teacher(s) and based upon recommendation of I&amp;RS Committee and</li> </ul>
CROSS CURRICULAR RESOURCES		
The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>st</sup> CENTURY SKILLS AND TECHNOLOGY		
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply	
<b>Global Awareness</b> Financial, Economic, Business and Entrepreneurial Literacy <b>Civic Literacy</b> Health Literacy Environmental Literacy	Creativity & Innovation <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> Media Literacy <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> Life & Career Skills	

<b>Technology Infusion</b>				
<b>College and Career Readiness Anchor Standards</b>	<b>Reading</b>	<b>Writing</b>	<b>Speaking/ Listening and Language</b>	<b>Other</b>
<p>CCRA. W.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p> <p>CCRAW.8. Gather relevant information from multiple print and digital sources, assesses the credibility and accuracy of each source, and integrates the information while avoiding plagiarism.</p> <p>CCRA.SL.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</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.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</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 plagiarism and overreliance on any one source and following a standard format for citation.</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>L.11-12.4c 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.</p>	<p>Interactive White Board Applications Digital Texts Audio Texts</p>

**Evidence of Student Learning**

- Common benchmarks
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- Self- assessments
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- Running records
- Students' published pieces
- Unit tests

- Quizzes
- Journals

Subject	English	Grade	11 HH	Unit #	4	Pacing	8-10 weeks
Unit	The Nature of Drama						
Overview							
<p>Unit 3 of English 11HH involves the exploration of the nature and purpose of literature, specifically drama. Students study the elements of the drama, mastering the analytical tools and literary terms that help them recognize great drama and its value to society. Students also learn strategies for close reading and analysis that can be applied to other types of texts. Through the writing of analytical essays, and participation in collaborative discussions and dramatic readings, students learn how to use reasoning in order to analyze, discuss, and understand drama.</p>							
Lexile Band 980-2020							
Standard #	Reading Standards: Literary Text (Priority Or Top Level Transfer Standards in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge			
CCSS.ELA-Literacy.RL.11.1	<b>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b>	1.	<ul style="list-style-type: none"> <li><b>Identify evidence to support analysis of text</b></li> </ul>	3			
CCSS.ELA-Literacy.RL.11.2	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.	2. 3. 4.	<ul style="list-style-type: none"> <li>Analyze the interrelationship and development of multiple themes in text.</li> <li>Explain how themes or central ideas build on each other and add complexity</li> <li>Summarize text objectively</li> </ul>	3 3 3			
CCSS.ELA-Literacy.RL.11.3	<b>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).</b>	5. 6. 7.	<ul style="list-style-type: none"> <li><b>Analyze the author's use of literary elements in the development of story/theme text.</b></li> <li><b>Explain and relate how elements impact story through contrast.</b></li> <li><b>Explain how elements like setting, plot and characterization impact story's theme.</b></li> </ul>	3 3 3			

CCSS.ELA-Literacy.RL.11.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	8. 9.	<ul style="list-style-type: none"> <li>Compare and contrast interpretations of the same work/theme.</li> <li>Evaluate varied interpretations</li> </ul>	3 3
CCSS.ELA-Literacy.RL.11.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	10.	Examine how two or more works from a similar period treat similar themes.	2
CCSS.ELA-Literacy.RL.11.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	11. 12.	<ul style="list-style-type: none"> <li>Determine level of comprehension for grade level text.</li> <li>Apply appropriate strategies to increase understanding.</li> </ul>	3 3
<b>Standard #</b>	<b>Reading Standards: Informational Text (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>	<b>Depth of Knowledge</b>
CCSS.ELA-Literacy.RI.11.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	13.	<ul style="list-style-type: none"> <li>Analyze and explain the use of argumentation in influential U.S. works</li> </ul>	3
CCSS.ELA-Literacy.RI.11.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	14.	<ul style="list-style-type: none"> <li>Examine historical and literary significant documents for themes, purpose, and rhetorical features.</li> </ul>	3
CCSS.ELA-Literacy.RI.11.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	15. 16.	<ul style="list-style-type: none"> <li>Determine level of comprehension for grade level text.</li> <li>Apply appropriate strategies to increase understanding.</li> </ul>	3 2

Standard #	Writing Standards (Priority or Top Level Transfer Standards in Bold)	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.W.11.1	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>	17.	<ul style="list-style-type: none"> <li><b>Develop an argument supported by claims using reason and evidence</b></li> </ul>	4
CCSS.ELA-Literacy.W.11.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	18. 19. 20.	<ul style="list-style-type: none"> <li>Write text that informs/explains complex ideas and concepts.</li> <li>Compose with clarity, organization, and analysis.</li> <li>Investigate concepts through the use of appropriate selection, organization, and analysis of concepts.</li> </ul>	3 3 3
CCSS.ELA-Literacy.W.11.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	21.	<ul style="list-style-type: none"> <li>Plan and develop a narrative that includes effective techniques, details, and structured sequenced events.</li> </ul>	3
CCSS.ELA-Literacy.W.11.3a	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	22.	<ul style="list-style-type: none"> <li>Create a problem, situation, or idea within a story and establish its' significance through narrative techniques.</li> </ul>	3
CCSS.ELA-Literacy.W.11.3b	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	23.	<ul style="list-style-type: none"> <li>Implement narrative techniques to develop theme, tone, and plot.</li> </ul>	3
CCSS.ELA-Literacy.W.11.3c	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).	24.	<ul style="list-style-type: none"> <li>Build coherence in a story through building elements in the service of a particular tone or outcome.</li> </ul>	3

CCSS.ELA-Literacy.W.11.3e	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	25.	<ul style="list-style-type: none"> <li>Develop a conclusion that follows and reflects on previous events.</li> </ul>	3
CCSS.ELA-Literacy.W.11.9a	Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).	26.	<ul style="list-style-type: none"> <li>Draw information from literary and informational text to support analysis, reflection, and research.</li> </ul>	2
CCSS.ELA-Literacy.W.11.9b	Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application 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., <i>The Federalist</i> , presidential addresses]”).	27.	<ul style="list-style-type: none"> <li>Draw information from literary and informational text to support analysis, reflection, and research.</li> </ul>	3
<b>Standard #</b>	<b>Speaking &amp; Listening Standards (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Outcomes</b>	<b>Depth of Knowledge</b>
CCSS.ELA-Literacy.SL.11.1a	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.	28.	<ul style="list-style-type: none"> <li>Demonstrate preparedness by referring to evidence from topic or text in class discussion.</li> <li>Use annotations of text or notes/journals as evidence of thinking.</li> <li>Use thoughts to stir and promote thoughtful discussion.</li> </ul>	3
		29.		3
		30.		3
CCSS.ELA-Literacy.SL.11.3	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	31.	<ul style="list-style-type: none"> <li>Appraise a speaker’s point of view using reason, evidence, and rhetoric.</li> </ul>	3



	emphasis, and tone used.			
CCSS.ELA-Literacy.SL.11.1c	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.	32. 33. 34.	<ul style="list-style-type: none"> <li>Extend conversation and dialogue through questions that probe reason and evidence.</li> <li>Listen for the full range of positions on topic.</li> <li>Evaluate conflicting viewpoints and promoting divergent perspectives.</li> </ul>	3 3 3
CCSS.ELA-Literacy.SL.11.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	35.	<ul style="list-style-type: none"> <li>Integrate and evaluate information from a variety of sources.</li> </ul>	3
CCSS.ELA-Literacy.SL.11.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	36.	<ul style="list-style-type: none"> <li>Decide on appropriate speech style for given situation and adapts to the use of formal English when appropriate.</li> </ul>	3
<b>Standard #</b>	<b>Language Standards (Priority or Top Level Transfer Standards in Bold)</b>	<b>SLO #</b>	<b>Student Learning Outcomes</b>	<b>Depth of Knowledge</b>
CCSS.ELA-Literacy.L.11.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	37. 38.	<ul style="list-style-type: none"> <li>Examine reliable references to make appropriate decisions in terms of usage.</li> <li>Survey their knowledge of language and vocabulary in reading, writing, speaking and listening.</li> </ul>	2 2
CCSS.ELA-Literacy.L.11.1b	Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American</i>	39.	<ul style="list-style-type: none"> <li>Consult references to resolve issues of contested usage.</li> </ul>	1

	<i>Usage</i> ) as needed.			
CCSS.ELA-Literacy.L.11.2a	Observe hyphenation conventions.	40.	<ul style="list-style-type: none"> <li>• Demonstrate use hyphenation conventions.</li> </ul>	1
CCSS.ELA-Literacy.L.11.3a	Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i> ) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	41.	<ul style="list-style-type: none"> <li>• Use varying syntax for effect.</li> </ul>	2
CCSS.ELA-Literacy.L.11.4a	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.	42.	<ul style="list-style-type: none"> <li>• Demonstrate the use of context clues to explain meaning.</li> </ul>	2

**Big Ideas: Marshall A.c**

- Drama has been used by people throughout history and the world to express and claim their humanity.
- Playwrights draw from their own lives and observations for material for their plays.
- Playwrights are influenced by their contemporary culture, which is manifest through the style and subject matter of their work.
- Playwrights use particular dramatic conventions in different ways to push boundaries, to achieve particular effects and to help convey the meaning in plays.

**Essential Questions: Marshall A.c, C.c**

- How is a play similar to and different from a novel, short story, or poem?
- What are the characteristics of a classical tragedy?
- How has drama changed over time (from Greece to today)?
- How does an author create meaning in drama?
- How are strategies for reading/viewing drama different than those for reading other fiction, non-fiction, or poetry?
- How is a dramatic work a product of and indicative of the time during which it was written?
- What lessons may be learned from the reading of classical and modern drama?

## Assessments: Marshall A.d, D.c

- Quizzes using context, multiple-choice questions, writing sentences and definitions.
- Reading checks and quizzes, small and class discussion; completion of worksheets on specific topics.
- Comprehensive test
- Individual and group presentations
- Analytical essays
- Response journals
- Reading strategies for poems.
- Memoir analysis and writing
- College essay
- Journal Writing-both on literature and other topics
- Literature discussion-various
- Character analysis -(verbal and in groups)
- Persuasive writing
- Analysis of literary devices-metaphor, simile etc.
- Think-pair-share
- Reading for Hot Spots
- Silent discussions
- Writing conferences
- Quizzes, Test, short reflective and analytical papers
- Common Benchmark as per district schedule

## Key Vocabulary

Mystery plays Seneca Plays Modern Drama Elizabethan/Jacobean Morality Plays Ancient Greek Drama Revenge Tragedy Tragic Hero  
Hubris Catharsis Deus Ex Machina Act Antagonist Aside Catastrophe Soliloquy Character: flat ,round, static, dynamic, stock pathos  
Crisis conflict: internal, external epilogue hamartia exposition lysis desis denouement foil plot peripeteia anagnorisis  
Antagonist protagonist en media res prologue monologue dialogue scene mimesis spectacle Realism melody Unities diction  
romantic satire melodrama suspense didactic strophe chorus antistrophe ode Naturalism

**Suggested Resources (These are recommended; you may select others as long as they are aligned to the standards and Lexile levels in this unit of study.)**

### **Drama**

- *Oedipus Rex* –Sophocles NP
- *Hamlet*- William Shakespeare Lexile 1490
- *Othello*- William Shakespeare Lexile 1390
- *A Doll's House* – Henrik Ibsen NP
- *An Enemy of the People*- Henrik Ibsen NP
- *Trifles*- Susan Glaspell NP
- *The Stronger*- August Strindberg NP
- *Beauty* –Jane Martin NP

- *Tape*- Jose Rivera NP
- *The Glass Menagerie*-Tennessee Williams NP
- *Twilight:Los Angelos*-Anna Deaveare Smith NP
- *Los Vendidos*- Luis Valdez NP
- *Tartuffe*- Moliere NP
- *Am I Blue*- Beth Henley NP
- *Death of a Salesman*- Arthur Miller NP
- *Fences*- August Wilson NP
- *The Piano Lesson* –August Wilson NP

**Non-Fiction**

- *Poetics*-Aristotle Lexile 1410
- “Tragedy and the Common Man”-Arthur Miller Lexile 1500
- “On Tragic Character”-Aristotle Lexile 1400
- “On the Oedipus Complex”-Sigmund Freud Lexile 1860
- “On Repression in Hamlet”-Sigmund Freud Lexile 1800
- “On Shakespeare’s Character’s –Samual Johnson lexile 980
- “Ophelia’s Desperation”- Joan Montgomery Byles Lexile 2020
- “A Look into Black America”-August Wilson Lexile 1550
- “What is Black Theater?” –Amari Baraka Lexile 1300
- “Declaration of the Sentiments” Lexile Score 1490

**Other resources**

*Perrine’s: Literature Structure, Sound and Sense* by Thomas Arp

Common Core State Standards Initiative <http://www.corestandards.org/>

Partnership for Assessment for College and Careers <http://www.parcconline.org/>

The Lexile Framework for Reading: <http://www.lexile.com/>

Project Gutenberg: <http://www.gutenberg.org>

JSTOR

EBSCOhost

Oxford English Dictionary

Encyclopedia Britannic

- CCSS Framework Appendix A: Grade Level Text Complexity (p.5)

- CCSS Framework Appendix C: Writing Exemplars

DIFFERENTIATION				
Special Education	ELL			RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>			<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Differentiated instruction provided by teacher(s) and based upon recommendation of I&amp;RS Committee and</li> </ul>
CROSS CURRICULAR RESOURCES				
The Amistad Commission's Literacy components for Primary Grades: <a href="http://njamistadcurriculum.net/">http://njamistadcurriculum.net/</a>				
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>				
ALIGNMENT TO 21 <sup>st</sup> CENTURY SKILLS AND TECHNOLOGY				
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