

**Summit Public Schools
Summit, New Jersey**

**Summit High School
Grade 12 / English:
Length of Course: Full Year**

**English IV
Advanced Placement Literature and Composition**

Course Description: The Advanced Placement course in English Literature and Composition involves students in the careful reading and critical analysis of literature. By deepening their understanding of literature, students will develop critical standards in all disciplines. Students will study individual works, their characters, action, structure, and language. They will consider literary elements such as form, theme, figurative language, imagery, symbolism, and tone. Regular writing assignments will focus on critical analysis of literature and will include analytical and argumentative, as well as imaginative pieces. Students will take these skills and formulate distinctive and creative academic voices in writing and speaking in order to become articulate, productive, and responsible global citizens.

**Anchor Standard—Reading:
Text Complexity and the Growth of Comprehension**

Key Ideas and Details:

1. 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.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure:

4. 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.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8. 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.
9. 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.

Range of Reading and Level of Text Complexity:

10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Big Ideas: *Course Objectives / Content Statement(s)* All students will read a variety of materials and texts with comprehension and critical analysis. Students will use a repertoire of strategies that enable them to adapt to increasing levels of complexity therefore developing lifelong habits of reading and thinking.

Essential Questions

Enduring Understandings

<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<p>How does an author develop his or her story?</p> <p>In what ways can a reader be certain he or she is getting the point of the story?</p> <p>How do texts differ? How does one read different types of texts? What is a genre?</p> <p>How does an author effectively use perspective and point of view when writing?</p>	<p>Students will understand that...</p> <p>A good reader can define the setting and characters in a story in order to analyze the development of plot and then formulate ideas as to why the author presents information in the manner done.</p> <p>Strong readers understand there are multiple interpretations to a story but can revisit a text to distinguish what is really meant by analyzing the author's word choice and writing structure.</p> <p>Careful readers realize that texts are categorized by genres, and each genre has a broad set of characteristics that the author tries to meet, whether through plot structure, themes, topics, dialogue, or sequence of events. This happens in both literary works and informational texts.</p> <p>It is important that skilled readers determine the author's point of view and analyze whether the style is effective and persuasive.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Key Ideas and Details</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>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>Instructional Focus:</p> <p>A close study of Diction/Detail:</p> <p>Students will be able to differentiate between detail and diction and defend the author's structural habits and word choice to determine the overall purpose, tone, and themes.</p> <p>Students receive a short story by Katherine Brush titled "The Birthday Party." The short story is broken up into paragraphs and read one at a time. As each paragraph is read, students highlight any examples of diction and circle any examples of detail. As a class, teacher reviews each paragraph with the students and records on the board examples of diction and detail. Alternate text: D.F. Wallace "Incarnations of Burned Children"</p> <p>Sample Assessments:</p> <p>Students can work on this individually and then check their understanding in cooperative groups and defend why they consider certain textual examples to be either diction or detail. The teacher should circle the room and listen to conversation and see what it is the students</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>understand and what they seem to be struggling with.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections This could be as a genre specific unit. This could also be done while reading current political speeches, or persuasive editorials.</p>
<p>Craft and Structure</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.11-12.6. 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>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</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>Technology Integration Having the story on the computer and presenting it from the projector could allow for visual learners to see the difference between detail and diction. Students could use color coordinated highlighting and editing tools in word processing/GoogleDocs to differentiate between diction and detail. This activity could also be done with student laptops and when cooperative groups present their findings to one another, the visual highlighters will allow them to clearly see any differences they may have.</p> <p>Global Perspectives This activity can be used with a variety of texts. To add a global perspective, teachers could present two pieces of work that come from different cultures or countries in the world and have the students compare and contrast the author's use of detail and diction to best portray the general point.</p> <p>Media Literacy Integration View film trailers of both the 1998 and 2002 adaptations of <i>Crime and Punishment</i> and discuss which is more realistic or credible. Which might be truer to Dostoevsky's vision, versus the contemporary experiences of readers? What critical viewing aspects influence response (lighting, sound, acting, cinematography, etc)?</p> <p>Instructional Focus: TPCASTT: Students will be able to explore poetic devices, define tone, and explicate a poem by learning how to read a poem for meaning.</p> <p>TPCASTT is a teaching tool for poetry explication. It asks students to formulate an interpretation of a poem and then revisit and analyze the poet's word choice and structure to best understand the poet's position and/or stance. Supply a TPCASTT handout with any poem and have students work through the</p>
<p>Integration of Knowledge and Ideas</p>	
<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live</p>	

<p>production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.8. (Not applicable to literature)</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.11-12.7. 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>RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global 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).</p> <p>RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p>	<p>poem in steps to understand and defend their understanding.</p> <p>Sample Assessment:</p> <p>Supply a timed writing piece similar to an AP style test question. Students should be given a poem and then allowed a class period to TPCASTT through the poem and outline an essay explicating the poem. That outline can be graded as a preparation grade. Students then create a formal analysis of the poem for a formal writing grade.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections A variety of poems by many historically prevalent authors can be used. Song lyrics can also be analyzed using TPCASTT.</p> <p>Technology Integration Students create PowerPoint TPCASTTs in order to visually organize and present their explication of any given poem.</p> <p>Global Perspectives Asking students to TPCASTT poems from different time periods or from authors around the world will introduce them to various global perspectives on many debatable issues.</p> <p>Culturally Responsive Teaching Teaching Tolerance website includes the following culturally diverse texts approved by the Summit BOE: Virginia Woolf: <i>A Room of One's Own</i> <i>Braided Lives: An Anthology...</i> includes many multicultural poems and short stories that are suitable for grade 12 discussions. E.g. "Sure You Can Ask Me a Personal Question" by Diane Burns; "Oranges" by Gary Soto; "Everyday Use" by Alice Walker; "Ego Tripping" and "Nikki Rosa" by Nikki Giovanni; "Theme for English B" by Langston Hughes; "Seventeen Syllables" by Hisaye Yamamoto. Many of these texts and companion lessons available at humanitieslearning.org</p>
<p>Range of Reading and Level of Text Complexity</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RL.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills

	<p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy</p> <p>Civic Literacy</p> <p>Health Literacy</p>
--	---

<p align="center">Anchor Standard—Writing: Text Types, Responding to Reading and Research</p>	
<p>Text Type and Purposes:</p> <ol style="list-style-type: none"> 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. <p>Production and Distribution of Writing:</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Research to Build and Present Knowledge:</p> <ol style="list-style-type: none"> 7. 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. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <p>Range of Writing:</p> <ol style="list-style-type: none"> 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>Big Ideas: Course Objectives / Content Statement(s) All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes. Students will learn to examine their writing not only as a product but also as a mode of thinking. They will recognize that what they hear, speak, read, and view contributes to the content and quality of their writing.</p>	
<p align="center">Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<p>Why write?</p> <p>How do writers express their thoughts and feelings?</p>	<p>Students will understand that...</p> <p>Writers recognize there are many types of writing, all dependent on the purpose of the</p>

<p>What makes writing flow?</p> <p>How can writers use pen and paper to get their points across?</p> <p>Why is knowing your audience important when writing?</p> <p>Why conduct research?</p>	<p>piece. Strong writers maintain a certain tone, use appropriate language and engage the reader in an organized format. At times writers must do a substantial amount of research to express and defend a thought. Recognizing this makes a writer much more concise and objective.</p> <p>Developed writers maintain flow by using details and varying syntax. They employ various writing techniques and incorporate sophisticated language in order to get their points across.</p> <p>Strong writers understand that when producing a piece they must consider the audience. By recognizing the audience writers can then decide on the medium to be used and then appropriately design the piece to meet the audience.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Text Types and Purposes	Instructional Focus:
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> 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 sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. 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. 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 	<p>Researching and synthesizing information on a contemporary topic.</p> <p><i>1984 / Brave New World</i> Privacy Law Research Paper:</p> <p>Students will be able to synthesize information from multiple sources, cite sources of information, and write collaboratively and individually using modern conventions of formal English.</p> <p>Students research a contemporary privacy law or act that is controversial. They then locate reliable sources that would defend a side and create a booklet, consisting of chapters that would introduce, prove, and diminish opposing arguments. They must work collaboratively with a peer group to create a concise, organized and informative booklet, similar to the <u>Opposing Viewpoints</u> series, that sets the basis for the scheduled in class debate.</p> <p>Sample Assessments:</p> <p>This project works best with two rubrics—one that assesses the group work and one that assesses the individual's research and writing. Each student should be responsible for one chapter documenting at least 3 different sources, informing the reader of his/her purpose and defending the controversial issue with the</p>

<p>norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.2. 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.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. 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</p>	<p>use of appropriate primary and secondary sources.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>This project asks students to step away from just literary references. They must research various sources and understand the law they are defending or arguing against. They too must be well read on the history of the law and other more contemporary arguments of the issue at hand.</p> <p>Technology Integration</p> <p>Students make great use of the school library here and its many databases and resources. They research current and past newspaper articles via the internet in order to understand their argument. They also view interviews of political figures speaking on behalf of the law. Additionally, students are encouraged to use Google Docs in order to work collaboratively.</p> <p>Global Perspectives</p> <p>Often, students read about these laws or examples of these laws globally and how other nations are reacting to the controversial issue. They use this information either to argue for or against the topic. They bring in information about different cultural understandings of the law and this too helps foster a more academically rich classroom debate.</p> <p>Media Literacy Integration</p> <p>Students search for, view, and respond to relevant opinion leaders on the topic of privacy at Ted Talks. For example, "Your Online Life, Permanent as a Tattoo" by Juan Enrique (5:53). Students can present this information to the class as small groups or pairs.</p> <p>Working in pairs, students find newscasts or program segments on the use of civilian drones to record images and audio. Share with class and lead short informal discussion on how this topic ties to novel at hand, and how current laws (FAA, Constitutional Rights) apply to drone usage.</p> <p>Listen to advertisements for home security firms, and discuss what makes the ads realistic or unrealistic. (Google "home security systems"</p>
--	--

<p>characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>for a selection of current available commercials.)</p> <p>Culturally Responsive Teaching Individuals produce display collages reflective of own heritage/personal history and cultural symbols with which they identify. Alternately can produce in character as the protagonist or antagonist of novel (<i>1984</i> or <i>Brave New World</i>). Key question: how does the researched law affect the particular individual?</p> <p>Discuss current memes in social media, especially when a person is being outed for making a mistake. Have students ask each other and discuss: What is the meme's purpose? Point of view? Production technique? Is the meme reflective of the culture of celebrity or the culture of a hero?</p>
<p>Production and Distribution of Writing</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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.11-12.6. 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>Research to Build and Present Knowledge</p>	
<p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	

<p>W.11-12.8. 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. (MLA or APA Style Manuals).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>Range of Writing</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</p>	
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills:</p> <ul style="list-style-type: none"> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none"> Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy

<p style="text-align: center;">Anchor Standard—Speaking and Listening: Flexible Communication and Collaboration</p> <p>Comprehension and Collaboration:</p> <ol style="list-style-type: none"> 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. <p>Presentation of Knowledge and Ideas:</p> <ol style="list-style-type: none"> 4. 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>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i> Students will be able to speak for and listen for a variety of real purposes and audiences. Students will prepare and participate in more formal presentations, such as speeches, panel discussions and debates. They will use language for a variety of purposes, including questioning, sharing information, storytelling, and helping others achieve goals. In addition, they will develop an awareness of the role of sound, including intonation, rhythm, pace, enunciation, volume, and quality. Students will become effective listeners who are able to restate, interpret, respond to, and evaluate increasingly complex messages conveyed through sound.</p>	
<p>Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>What do good speakers sound like?</p> <p>How do good speakers express their thoughts and feelings? What makes a good speaker easy to follow?</p> <p>What is body language? Why use it?</p> <p>To whom am I speaking?</p> <p>What does a good listener listen for?</p>	<p>Students will understand that...</p> <p>Good speakers can concisely express their thoughts to a diverse group being prepared for discussion and understanding the ultimate goal of any conversation.</p> <p>A strong speaker can listen to his/her group members, synthesize what is being said, and then establish individual roles for goal setting or respond thoughtfully using evidence from what was said.</p> <p>It is important to understand your audience and prepare any discussion points with an appropriate tone and manner. A strong command of formal language can be used while strong body language commands the audience's attention.</p>
<p>Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p>Examples, Outcomes, Assessments</p>
<p>Comprehension and Collaboration</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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>Instructional Focus:</p> <p><i>Jane Eyre</i> and Socratic Seminars</p> <p>Students will be able to participate in discussion, identify, explore and solve problems through oral speech and the act of listening. Students will also be able to speak before a group to defend an opinion and synthesize what they hear from their peers.</p> <p>Students are given opportunities to "examine" a common piece of text and create one open-ended question and two guiding questions that would aide the class in discussing the one</p>

<p>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.</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 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.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>general question. Groups must identify two passages for each question that will also serve as a guide to discussion. Each group must run a 20 minute discussion with selected classmates. The group runs smoothly with the following roles: moderator, secretary, contributing members.</p> <p>Sample open-ended questions for Bronte's <i>Jane Eyre</i>:</p> <ol style="list-style-type: none"> 1. In what ways does Jane threaten the social order of her time period? 2. Does Jane completely express strong sympathy for the working class and the poor throughout the entire novel? 3. Through Jane, how does Bronte exhibit resentment toward a society that has scorned her? 4. How does <i>Jane Eyre</i> work as a feminist novel pleading for gender equality? 5. How is Jane characterized in conjunction with the idea of Rochester the "fallen" hero? <p>Sample Assessments:</p> <p>There are multiple assessments that go with such a project. Students are graded on the outline they must hand in to the teacher a day prior to their seminar. Teachers assess the quality of their questions—did they use outside resources to help formulate their questions?</p> <p>Additionally, students are assessed on their conversation skills during the Socratic Seminar. An A-D rubric is handed out so that students understand their roles as active group participants. Did they offer enough solid analysis? Did each participant show active listening skills by synthesizing comments being made in the group and offer clarification and/or follow up to the conversation? Was appropriate formal language used? Did students talk over one another? etc.</p>
<p>Presentation of Knowledge and Ideas</p>	
<p>SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>Socratic seminars invite students to research a plethora of information that can cross into historical documents, scientific discoveries, and even social studies. For example, in this unit, students will have to research the role of men and women during the time of Bronte. What</p>

	<p>were the laws? What rights did different people have? What social restrictions did women have to adhere to? They are asked to analyze and understand the social norm of the time period.</p> <p>Technology Integration Use of databases, internet sources, and printed sources are imperative to hold smooth, academic conversation. Students are also prompted to post their group notes and outlines on the Google Classroom in order to keep running notes for test preparation.</p> <p>Global Perspectives Within the separate groups, students are researching social order of the past in different countries. As well they examine gender roles and analyze class systems of different cultures.</p> <p>Media Literacy Integration Use TodaysMeet (website) so that the seminar audience has means of participating in backchannel discussion via chromebooks. Students can compare the pros and cons of online discussions vs. spoken discourse.</p> <p>Culturally Responsive Teaching Use of TodaysMeet can be more conducive to discussion participation by digital natives more comfortable with online forums than speaking. Small-teams approach of Socratic Seminars is culturally responsive by personalizing learning.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>21st Century Skills: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area): Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>

Conventions, Effective Use and Vocabulary	
<p>Conventions of Standard English:</p> <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>Knowledge of Language:</p> <ol style="list-style-type: none"> 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. <p>Vocabulary Acquisition and Use:</p> <ol style="list-style-type: none"> 4. 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. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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 considering a word or phrase important to comprehension or expression. 	
<p>Big Ideas: Course Objectives / Content Statement(s) Students will demonstrate a command of the conventions of Standard English grammar and using when both writing and speaking. They will acquire skills needed to use language appropriately to get a point across and/or to explore meaning using varied reading and listening techniques.</p>	
Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	Enduring Understandings <i>What will students understand about the big ideas?</i>
<p>How can language be used?</p> <p>What should be done when one is confused with the language of a text?</p>	<p>Students will understand that...</p> <p>Language consists of both oral and written language. It's important to know how to use language correctly in order to get one's point across.</p> <p>Language enhances images and messages by being creative and incorporating varied syntax, different writing techniques, and sophisticated language.</p> <p>When confused with language, a strong student uses resources (both in the text and outside) in order to decipher meaning.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Conventions of Standard English	Instructional Focus:
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Class generated online dictionary, glossary or vocabulary lists—

<p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions. B. Spell correctly.</p>	<p>Students will be able to explore language unfamiliar to them, predict definitions using context clues, and define vocabulary in their own words.</p> <p>Assign students certain chapters of any novel. They are responsible to find up to 3 words they are unfamiliar with. On the class website, students are to record the word, record the sentence and page number where the word is found, supply a predicted definition based on context clues, and then look up the actual definition of the word and record that. As all class members read, the class generates its own online dictionary.</p>
<p>Knowledge of Language</p>	
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p>	<p>Sample Assessments:</p> <p>Homework grades can be given for the completion of this assignment. Vocabulary tests can be generated as well. Students can be asked to formulate their own short stories with these words, or for a more formal grade write a letter to a character in the book where they should use a certain number of words correctly.</p>
<p>Vocabulary Acquisition and Use</p>	
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>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.</p> <p>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. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>Many novels incorporate scientific words or historical and cultural terminology and references that prompt students to look into other disciplines or into different time periods to understand the text.</p> <p>Technology Integration</p> <p>The online dictionary on Google Classroom is a simple way to record, organize and maintain vocabulary with easy access for all students.</p> <p>Global Perspectives</p> <p>While researching words, students are introduced into the etymology of the word including cultural and linguistic origins.</p> <p>Media Literacy Integration</p> <p>Use of Google Classroom (or like platform) to record and share student vocabulary findings. Student introduction to etymologyonline.com dictionary, and VisuWords visual word tool.</p> <p>Culturally Responsive Teaching</p> <p>Vocabulary acquisition games to personalize word selection: FreeRice.com; MemBean.com;</p>

<p>B. Analyze nuances in the meaning of words with similar denotations.</p>	<p>create Jeopardy- or Sporcle-style game for class to play.</p>
<p>The following skills and themes listed to the right should be reflected in the design of units and lessons for this course or content area.</p>	<p>Instructional Focus:</p> <p>Vocabulary enrichment and development—</p> <p>Vocabulary.com Do-now using Polleverywhere.com (alternate free site: IntensiveVocab.com).</p> <p>Students will be able to apply knowledge of sentence structure and language to comprehend vocabulary more fully when reading and/or viewing.</p> <p>Vocabulary.com offers many different vocabulary games that can be quick do-nows. For example, there is often a sentence posed with a word highlighted and options for the definition of the word. A teacher may post this sentence using the projector and have students text the best answer using polleverywhere.com. This is an interactive way for students to use context clues and then respond anonymously to what they think the best answer is.</p> <p>Sample Assessments:</p> <p>Teachers can take note on how the students are answering and assess the level of words the class may struggle with. This can also be a quick daily participation grade.</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>The use of technology is a clear interdisciplinary connection, however, students are also using whatever prior knowledge they may have of language to help come up with an answer.</p> <p>Technology Integration</p> <p>Vocabulary.com is an easy to use resource tool that students should be aware of. Also, polleverywhere.com requires no sign-up and supplies an immediate class response. Teachers may use other comparable sites or Google Forms to create activities of their own.</p> <p>Global perspectives</p> <p>There is a section on vocabulary.com titled “Exploring the Pathways of our Lexicon.” It offers explanations for slang phrases, “accidental words”, etc. Articles are from around the world and emphasize the importance of how language emerges as well</p>

	<p>as analyzes how language is used. Alternate free site: WorldWideWords (www.words.org)</p> <p>Media Literacy Integration</p> <ul style="list-style-type: none">• Jay Walker “The World’s English Mania” TedTalk by Jay Walker (4:31). Pre and post discussion: what advantages does being proficient in the English language bring to a native English speaker? To an ESL speaker? Discuss how English is the language of solving novel problems -- something that machines cannot do.• Look at key vocabulary words and terms using GoogleLabs’s “Ngram Viewer” to compare word/phrase usage and history (background on Ngram Viewer at Michel/Aiden Ted Talk “What We Learned from 5 Million Books”) <p>Culturally Responsive Teaching</p> <p>Using the VocabGrabber at VisualThesaurus.com, one can paste in text (e.g. from Project Gutenberg for texts in the public domain) and produce a free vocabulary analysis. One can parse the list so that only words from domains of Mathematics, Science, or Arts and letters display.</p> <p>Example: <i>Jane Eyre</i>, Chapter 1</p> <ul style="list-style-type: none">• Vocab word: “moreen” (heavy wool fabric used for curtains)• Science words: bilious, torpid, equilibrium, crimp, nova• Mathematics words: adjoin, parallel• Arts & Literature: fairy tale, vignette, glaze, ballad <p>21st Century Skills:</p> <p>Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Life and Career Skills</p> <p>21st Century Themes (as applies to content area):</p> <p>Financial, Economic, Business, and Entrepreneurial Literacy Civic Literacy Health Literacy</p>
--	--

Summit Public Schools

Summit, New Jersey

Curricular Addendum

Career-Ready Practices

CRP1: Act as a responsible and contributing citizen and employee.

CRP2: Apply appropriate academic and technical skills.

CRP3: Attend to personal health and financial well-being.

CRP4: Communicate clearly and effectively and with reason.

CRP5: Consider the environmental, social and economic impacts of decisions.

CRP6: Demonstrate creativity and innovation.

CRP7: Employ valid and reliable research strategies.

CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9: Model integrity, ethical leadership and effective management.

CRP10: Plan education and career paths aligned to personal goals.

CRP11: Use technology to enhance productivity.

CRP12: Work productively in teams while using cultural global competence.

Interdisciplinary Connections

- Close Reading of works of art, music lyrics, videos, and advertisements
- Use [Standards for Mathematical Practice](#) and [Cross-Cutting Concepts](#) in science to support debate/inquiry across thinking processes

Technology Integration

Ongoing:

- Listen to books on CDs, Playaways, videos, or podcasts if available.
- Use document camera or overhead projector for shared reading of texts.

Other:

- Use Microsoft Word, Inspiration, or SmartBoard Notebook software to write the words from their word sorts.
- Use available technology to create concept maps of unit learning.

Instructional Strategies: Supports for English Language Learners:

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the home language
Videos & films		With mentors
Broadcasts		
Models & figures		

from <https://wida.wisc.edu>

Media Literacy Integration

- Use multiple forms of print media (including books, illustrations/photographs/artwork, video clips, commercials, podcasts, audiobooks, Playaways, newspapers, magazines) to practice reading and comprehension skills.

Global Perspectives

- [The Global Learning Resource Library](#)

Differentiation Strategies:

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/ expectations
Repeat/confirm directions	Increase task structure (e.g., directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding (e.g., writing, reading aloud, answering questions in class)	Individualized assessment tools based on student need
Audio Books	Utilize prereading strategies and activities: previews, anticipatory guides, and semantic mapping	Modified assessment grading