

**Summit Public Schools
Summit, New Jersey**

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

English IV

Course Description:

English IV provides students with skills and experiences to prepare them to read, write and speak in a variety of contexts as they transition into college and the wider world. Students read a variety of literary texts that provide chances for seniors to examine the ethical and philosophical values and beliefs within their own culture and other's, as well as gain more appreciation for how other world citizens live their lives. Student focus is on analytic, reflective and evaluative writing that challenges them to engage with the world and recognize how their own experiences relate and contribute to a global society. Students refine their use of language in writing and speaking as a means to communicate and participate actively in a 21st century society and workplace.

**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 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 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.

Big Ideas: Course Objectives / Content Statement(s)

The ability to read a variety of written texts that examine certain journeys and the human psyche, and in essence for the student to connect and reflect on these experiences through comprehension, analysis, and critical evaluation.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

Enduring Understandings

What will students understand about the big ideas?

<p>How do writers incorporate research and factual information in their writing fluidly and accurately to create an engaging story that is culturally and intellectually rich?</p> <p>How does reading about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</p> <p>How does an author use language to engage readers?</p> <p>How does the way in which a story is presented impact the interpretation?</p>	<p>Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</p> <p>Students will understand that the use of language provides various perspectives and interpretations of a text.</p> <p>Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented and the style in which it is written.</p> <p>Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<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>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>Instructional Focus:</p> <p>Further establish the ability to be a critical thinker and reader, and select texts, decode language, decipher critical materials, and evaluate, reflect, and translate analysis from written documents.</p> <p>Sample Assessments:</p> <p>Read with a group:</p> <ul style="list-style-type: none"> Literature Circles – establishing a reading pattern and problem-solving / discussing the text in small groups Read dramatic works aloud in class – perform the text and determine the meaning(s) of lines and the intentions of characters through analysis (i.e. <i>Macbeth</i>, <i>Hamlet</i>, <i>A Streetcar Named Desire</i>) Disability Unit: Read numerous texts and sources on a wide variety of disabilities. Gather information about the medical impact on an individual and how he/she copes. Decide the credibility of each source and how it compares to the disability (i.e. <i>Curious Incident of the Dog in the Night-time</i>). Problem-Solve by reading maps – ex. Navigate around London Underground and establish how a teenager with Autism manages. <i>Curious Incident...</i> Evaluate the voice, purpose and possible responses to sample college essays. Determine what college admission boards are looking for in a college essay

<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>	<ul style="list-style-type: none"> • Read critical materials such as literary criticism, film reviews, or critiques on colleges discuss, debate or write about the accuracy of the positions. • Analyze non-fiction, novels, poems, and plays that expose various journeys. Determine and discuss the learning experience from each one and the impact on the outcome (i.e. <i>Into the Wild</i>, <i>Ordinary People</i>, <i>A Streetcar Named Desire</i>, <i>Life of Pi</i>). • Navigate websites and databases to provide background information on certain cultures, which will promote a deeper understanding of texts: <i>Life of Pi</i>, <i>Persepolis</i>, <i>Ordinary People</i>.
<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 production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>RL.11-12.9. Demonstrate knowledge 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</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections: Include the study of current and international affairs that relate to a given text. (i.e. <i>Persepolis</i>, <i>Macbeth</i>). Reading and analysis of primary source documents and current events. Include the study of past eras for students to establish the norms of that time period (i.e. 1945- <i>Streetcar Named Desire</i>; Romanticism- <i>Frankenstein</i>; 1980s- <i>Perks of Being a Wallflower</i>).</p> <p>Technology Integration Integrate web-based searches into the current and historical event studies. Students should discriminate between primary source, Internet and database documents. Create and view PowerPoint presentations that share information from text and support a position.</p> <p>Global Perspectives Read literature from varied global traditions exploring common themes and narrative structures (i.e. the physical or spiritual journey; treatment of the "outsider" or other by society). Examine how the differences in these texts establish distinct literary traditions, and how the similarities create common ground.</p> <p>Media Literacy Integration Collaborate using the Google Suite for text analysis, annotating of primary source documents, current events, database sources, etc. Students can use Google Suite and other chrome extension apps to analyze these sources.</p> <p>Culturally Responsive Teaching</p>

<p>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>Create a Kahoot, Quizlet or other learning game to solidify the knowledge gleaned from the historical and primary source information. Student can include items that reflect the impact or meaning of the information they learn on their own culture, heritage or personal experience.</p>
<p>Range of Reading and Level of Text Complexity</p>	
<p>RI.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>RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction (see Appendix A) 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: Students will evaluate the credibility and validity of different types of sources when doing research and every day reading (newspapers, websites, blogs, etc. Students will need to evaluate everything they read to make sure it is useful, informative, entertainment or unreliable.</p> <p>21st Century Themes (as applies to content area): Students will conduct research using nonfiction texts, music, database sources, etc. to gain understanding of real world application of themes learned from the novels. The finished products are presented in a Gallery Walk setting. Each team designs criteria for evaluating their work in advance and grades their work accordingly. Students demonstrate the ability to work effectively with diverse teams.</p>

<p style="text-align: center;">Anchor Standard—Writing: Text Types, Responding to Reading and Research</p> <p>Text Type and Purposes:</p>
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<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 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) The ability to write for a variety of audiences and purposes requires organization of materials, style, creativity, and personal expression, as well as formatting while incorporating the various stages of the writing process.</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 makes a written argument successful?</p> <p>What is the most effective form of written communication?</p> <p>How do you use the stages of writing to create a more effective product?</p> <p>How does the form and style in which you write present various purposes of communication and impact your audience?</p> <p>What is the purpose of a universal format (such as MLA) of writing?</p>	<p>Students will understand that the verification of evidence, the inclusion of documented support, a superior command of language, and a sophisticated tone and style strengthen a written argument/claim.</p> <p>Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message.</p> <p>Students will understand that writing is a process that involves conducting and evaluating research, incorporating and citing sources, and writing in an approved universal style of MLA format.</p> <p>Students will determine that organization of thoughts and materials, and various stages of</p>

	revision, including proofreading and editing, will strengthen the overall written product.
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
Text Types and Purposes <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> <p>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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding 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>	Instructional Focus: <p>Employing various styles and structures through creative and academic writing.</p> <p>Further demonstrating all skills in writing a research paper: supporting a well-developed thesis, formatting to MLA, citing sources accurately, formulating a works cited page.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Write a college essay that is creative, reveals personality and flair, and is purposeful for audience. • Complete creative assignments in correlation to senior themes and texts. For example, establish a voice of a character by imagining and writing the character's thoughts (i.e. Richard Parker in <i>Life of Pi</i>; Blanche in <i>Streetcar Named Desire</i>; Chris in <i>Into the Wild</i>). This will add another dimension to the text and reveal the reader's understanding of character's depth. Write a poem which utilizes language in a text and exposes another viewpoint (the love of nature in <i>Frankenstein</i>, <i>Into the Wild</i>, 5 stages of grief in <i>Ordinary People</i> • Journal Writing: For example, establish a series of vignettes on memories that are triggered by music (exemplified in <i>Perks of Being a Wallflower</i>) or from photographs (taken by students and presented in a Powerpoint for a writing prompt in class) Maintain a weekly journal on any genre for the purpose of revision and creation of a portfolio. Peer edit and conference. • Write a well-developed research paper where the essay supports a thesis statement and analysis derived from evidence or textual information. Essays should follow MLA format, cite passages from text, and show all stages of the writing process (i.e. Frankenstein's decision-making process; research papers on position for debate). • Develop an annotated bibliography that summarizes, evaluates, and reflects on numerous sources. This could follow a disability unit where students read about various disabilities in conjunction with

<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 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>Production and Distribution of Writing</p>	<p><i>Curious Incident of the Dog in the Night Time</i>.</p> <ul style="list-style-type: none"> Write a screenplay that changes the end of a novel but is consistent with the author's ideas. <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Students will write creatively to include historical and cultural evidence gained from events that correspond with texts (<i>Macbeth</i>, <i>Frankenstein</i>). Examples of creative writing would be journals from perspectives of characters, additional scenes or chapters, a letter, etc.</p> <p>Technology Integration Use the Google Suite and Noodletools skillfully in research papers. Students will use the various tools that the Google Suite (docs) offers to support every stage of the writing process.</p> <ul style="list-style-type: none"> Google Docs for prewriting, editing, sharing with teachers and peers, commenting between teachers and peers, and revising. This is all done in real time with the share function. Students can use Google Docs to create and collaborate on research papers and research projects. <p>Global Perspectives Incorporate views on culture and perspectives in <i>Persepolis</i> (Iran), <i>Life of Pi</i> (India, comparative religions), <i>The Curious Incident of the Dog in the Nighttime</i> (London, England), etc. by integrating the following types of strategies: think-pair-share, gallery walks, and article analysis of historical events and current events (comparing and contrasting and gathering historical information). These strategies will all allow the students to question their own perceptions and will also allow them to recognize the ways in which different countries and cultures are seen from different points of view.</p> <p>Media Literacy Integration Students will read, compare, and critique informational texts from different time periods to notes how thought and behavior regarding the issue has changed over time. For example, looking and writing about a particular disability published over several decades to see how</p>
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<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 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>the public perception of the disability has changed and for what reasons.</p> <p>Students will use digital tools such as the Google Suite, online learning forums, etc. to access, manage, evaluate, and synthesize information in order to problem solve. Students will use these skills to complete a project based on disabilities (<i>The Curious Incident of the Dog in the Nighttime</i>), family issues (<i>Ordinary People</i>), and depression (<i>Perks of Being a Wallflower</i>).</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 Style Manual).</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of</p>	<p>Culturally Responsive Teaching</p> <p>Compose a graphic strip in a similar style to <i>Persepolis</i> to show simplicity in child’s view of his or her culture. Students can choose any mode of presentation to complete a theme-based analysis of a text. They can use their own cultural point of view or experience to develop the narrative.</p>

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public advocacy [e.g., <i>The Federalist</i> , presidential addresses]”).	
Range of Writing	
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes	
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>21st Century Skills: Students will create and evaluate real world documents like resumes, job applications and the like for characters in novels they have read. (Ex: Resume for Malcolm in <i>Macbeth</i>, college application for characters in <i>Perks of Being a Wallflower</i>, etc.)</p> <p>21st Century Themes (as applies to content area): Students will be aware of job applications, resumes, application processes, etc. for all types of 21st century job, colleges, schools, etc. Students will practice an interview in class using real world questions and ideas.</p>

<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 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.5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
<p>Big Ideas: Course Objectives / Content Statement(s) The ability to be effective communicators requires presenting ideas orally in an efficient manner, listening to others’ opinions, and using specific strategies to evaluate certain perspectives.</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 one seek to understand the values of others without seeking to impose one's values on others?</p> <p>How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim?</p> <p>What is the use of evidence when speaking and presenting opinions?</p> <p>What types and forms of evidence will strengthen your position when speaking?</p> <p>How does a speaker use language to engage an audience?</p>	<p>Students will understand that effective verbal communication incorporates reasoning and evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient.</p> <p>Students will establish that credible information and diverse formats accompanying verbal communication enhances an argument.</p> <p>Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.</p>
Areas of Focus: Proficiencies (Cumulative Progress Indicators)	Examples, Outcomes, Assessments
<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>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</p>	<p>Instructional Focus:</p> <p>Effectively communicating multiple perspectives and positions in discussions and presentations</p> <p>Using the information presented to critically discuss and explore established and evolving viewpoints</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> • Music Project: students individually present one song from a compilation of music he/she has developed, which triggers memories from past 12 years of school. Share the memory that is triggered in a story format. • Collaborative Work: students present information gathered about a particular topic to one another using a jig-saw strategy. • Collaborative Work: present the 5 stages of grief through the lens of several texts (<i>Ordinary People, Frankenstein, Life of Pi, The Bucket List</i>) • Students read a short story or chapter (i.e. <i>Interpreter of Maladies</i>) and teach it to the class or lead a whole-class discussion. • Watch films that reveal personal journeys and personal accomplishment, and communicate how these experiences

<p>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.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>connect to their own (i.e. <i>One Flew Over the Cuckoo's Nest</i>, <i>Life is Beautiful</i>, <i>Temple Grandin</i>, <i>Dead Poets' Society</i>, <i>Darius Goes West</i>).</p> <p>Instructional Strategies:</p> <p>Interdisciplinary Connections Articulate the interpretation and personal meaning behind a piece of music. Gather and present research on how people cope physically and emotionally with disabilities and hardships in family life.</p> <p>Technology Integration Develop a music playlist of songs based on a theme or text. Use PowerPoint, iMovie, Microsoft Word, Prezi, etc. to present materials to class. All will be peer evaluated.</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>Global Perspectives Students will research and share in presentations an understanding of global and historical views of topics reflected in texts, <i>The Curious Incident of the Dog in the Nighttime</i>, <i>Persepolis</i>, <i>Into the Wild</i>, <i>Frankenstein</i>, <i>One Flew Over the Cuckoo's Nest</i>, etc.</p> <p>Media Literacy Integration Students can create videos and or Podcast of themselves presenting material. Students can work in groups to create a newscast of a scene or chapter. Listen to and evaluate a Podcast based on a theme or a text (i.e. NPR's Serial Podcast).</p> <p>Culturally Responsive Teaching Students will rewrite a scene or chapter from a text or play and then present it in their small groups. Students will demonstrate their understanding of characters' cultural identity using different points of view and perspectives.</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: Students will prepare for and conduct interviews. Students will also evaluate Podcasts for connection to novel themes.</p> <p>21st Century Themes (as applies to content area): Students will be prepared for college and careers by connecting themes from the texts through discussions and Socratic Seminars.</p>

<p align="center">Anchor Standard—Language: Conventions, Effective Use and Vocabulary</p>	
<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: <i>Course Objectives / Content Statement(s)</i> The ability to use language in a superior manner requires the examination and discrimination of words and the decoding and deciphering of the presentation of those words.</p>	
<p align="center">Essential Questions <i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p align="center">Enduring Understandings <i>What will students understand about the big ideas?</i></p>
<p>To what extent does vocabulary and its presentation in a written text distort or clarify the message?</p> <p>How does a writer use certain words (and the organization of those words) to convey a message?</p> <p>How can you use vocabulary to strengthen your writing, speak to your academic audience, and demonstrate a command over the content in which you present?</p>	<p>Students will understand that command of the conventions of English grammar are appropriate when speaking and writing when evaluated for context and purpose.</p> <p>Students will understand that the knowledge of, and the organization, context, and presentation of language is important in conveying the message.</p> <p>Students will understand that language can be analyzed in many different ways and this often results in multiple interpretations.</p> <p>Students will understand that the use of sophisticated language provides academic viewpoints deemed appropriate at the college and career levels.</p>
<p align="center">Areas of Focus: Proficiencies (Cumulative Progress Indicators)</p>	<p align="center">Examples, Outcomes, Assessments</p>
<p>Conventions of Standard English</p>	<p>Instructional Focus:</p>

<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <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.</p> <p>B. Spell correctly.</p>	<p>Utilize words effectively for a variety of purposes and audiences, including a college essay and end-of-high-school projects.</p> <p>Sample Assessments:</p> <ul style="list-style-type: none"> Write a college essay that demonstrates personality and includes creativity. Use of superior, but not forced, vocabulary. Collaborative Work: examination of figurative v. literal language (i.e. exercises with similes and metaphors and deciphering signs and directions from the perspective of a concrete thinker (i.e. Christopher, who has autism, in <i>Curious Incident</i>) Determining the multiple meanings of words in performing/reading <i>Macbeth</i> and <i>Hamlet</i> (i.e. puns) Developing a conclusion from understanding and using appropriate medical terminology for certain disabilities (accompanies the disability unit).
<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>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>B. 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>C. 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>).</p> <p>D. 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>E. 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>B. Analyze nuances in the meaning of words with similar denotations.</p>	<p>Instructional Strategies:</p> <p>Interdisciplinary Connections</p> <p>Acting out Shakespeare's plays allows students to better understand the meaning/purpose of the words. Also, acting out a chapter from a novel will facilitate in the rhetorical analysis. Students will be able to analyze Ethos, Pathos and Logos in plays, novels, and speeches.</p> <p>Technology Integration</p> <p>Students will use make use of online vocabulary resources (Shakespearean dictionary, Graphic Novel sites, etc.) to find and analyze the importance of words. Students will also use medical research and articles to establish the terminology applied to disabilities for the disabilities project.</p> <p>Global Perspectives</p> <p>Students will decipher the meaning of words from other cultures (Ex: Hijab etc. in <i>Persepolis</i>; various foods in <i>Interpreter of Maladies</i>, English (British English) in <i>Curious Incident of the Dog Nighttime</i>)</p> <p>Media Literacy Integration</p> <p>Students will explore and critique the use of language in various media (i.e. print, online, in film, etc.) as it relates to topics such as disabilities, social/cultural identity, nature, science, regional and national issues, etc.</p>

<p>L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Culturally Responsive Teaching</p> <p>Students will explore the regional, cultural, historical language used, and the way that language has evolved in its use and meaning. For example, looking at how, when and why certain terms become acceptable or politically incorrect.</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> <p>Utilize higher level vocabulary for resume building and college applications. Students will be able to effectively communicate within a small group setting (Socratic Seminars), a large group setting (Socratic seminars and presentations), and one on one (interviews and pair shares).</p> <p>21st Century Themes (as applies to content area):</p> <ul style="list-style-type: none">Financial, Economic, Business, and Entrepreneurial LiteracyCivic LiteracyHealth Literacy

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