English III Honors

Unit 1: We the People

Standards & Indicators:

Language Domain

L.SS.11–12.1. Language.System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

    B. Observe hyphenation conventions.

    C. Recognize spelling conventions.

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. 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.

    A. 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.
    B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

    C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

    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.

    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).

L.VI.11–12.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

    B. Analyze nuances in the meaning of words with similar denotations.

    C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

    D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

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RL.CR.11–12.1. Reading Literature.Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Reading Informational Texts.Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Reading Literature.Central Ideas and Themes of Texts.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

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RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3.Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Reading Literature.Perspective and Purpose in Texts.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Reading Informational Texts.Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

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RI.AA.11–12.7. Reading Informational Texts.Analysis of an Argument.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.AW.11–12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

    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 norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Writing.Writing Process.11-12.4.Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌱

W.SE.11–12.6. Writing.Sources of Evidence.11-12.4.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).

W.RW.11–12.7. Writing.Range of Writing.9-10.4.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.

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SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

    C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

    D. Respond thoughtfully to 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.

SL.II.11–12.2. Speaking and Listening.Integrate Information.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.

SL.ES.11–12.3. Speaking and Listening.Evaluate Speakers.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.

SL.PI.11–12.4 Speaking and Listening.Present Information.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.

SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌱

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.

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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed
•9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Central Idea/Enduring Understanding:	Essential/Guiding Question:
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences. Listening skills are critical for learning and communicating.	**What shaped America's early identity?**

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Content:
Digital citizenship: internet safety, privacy online, cyberbullying, misinformation, credibility of sources

Puritan Research Simulation

The Crucible **(Full Text Read)**
- Blast: Let's Get Hysterical
- First Read: The Crucible
- Skill: Textual Evidence
- Skill: Dramatic Elements
- Close Read: The Crucible

NJGPA Preparation
- Overview
- Test-Taking Strategies
- Rubric Overview
- RST (Research Simulation Task)
    - Sample Student Responses
- LAT (Literary Analysis Task)

"On Being Brought from Africa to America"

Skills(Objectives):
L.2 WALT:
- use a semicolon with a conjunctive adverb (e.g., however, meanwhile, nonetheless) and a comma to link two or more closely related independent clauses

L.3 WALT:
- apply knowledge of language to comprehend more fully when reading, writing, speaking or listening
- vary word choice and sentence structure to demonstrate an understanding of the influence of language

L.5 WALT:
- analyze nuances in the meanings of words with similar denotations

L.6 WALT:
- accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

RI.1 WALT:
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- pieces of textual evidence vary in strength and relevance
- support analysis of what the text says explicitly as well as inferentially

RI.2 WALT:
- analyze how a central idea is developed and refined by specific details
- determine a central idea of a text
- provide an objective summary of the text

RI.4 WALT:
- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.6 WALT:
- an author's use of rhetorical devices can advance their point of view or purpose
- analyze how an author uses rhetorical devices to advance that point of view or purpose
- determine an author's point of view or purpose in a text

RI.8 WALT:

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- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RL.1 WALT:
- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.10 WALT:
- read and comprehend literature including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed

RL.2 WALT:
- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text
- to provide an objective summary of the text

RL.3 WALT:
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT the figurative and connotative meanings of words and phrases are determined by how they are used in the text
- analyze the cumulative impact of specific word choices on meaning and tone
- determine the figurative and connotative meaning of words and phrases as they are used in the text
- words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone

SL.1 WALT:
- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT
- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

SL.6 WALT:

- 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
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.3 WALT:
- written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

W.4 WALT:
- clear and coherent writing is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the development is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the style is appropriate to task, purpose, and audience
- producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience

W.5 WALT:
- addressing what is most significant for a specific purpose and audience strengthens writing
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

W.6 WALT:
- technology can be used to produce, share, and update individual or shared writing projects
- use technology to produce, share, and update individual or shared writing products. use technology to link to other information

W.9 WALT
- draw evidence from literature to support analysis, reflection, and research
- draw evidence from nonfiction informational text to support analysis, reflection, and research
- evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research

Interdisciplinary Connections:
Students will use knowledge of early US history and the Transatlantic Slave Trade to inform their understanding of the literature and informational texts of those time periods.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 1 Assessment Extended Writing Project: Argumentative Literary Analysis Writing	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor. **First Reads:** Instruction around each text begins with a First Read lesson. Each First Read lesson	StudySync Program IXL Edulastic Goalbook Pathways Youth and Media Digital Literacy Resource Platform

concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

DEI Resources:
- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources
- Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions

Path, for core instruction; and the Access Path, for scaffolded instruction.	Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 2: The Individual

Stage 1: Desired Results

Standards & Indicators:

Language Domain

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L.SS.11–12.1. Language.System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
    B. Observe hyphenation conventions.
    C. Recognize spelling conventions.

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. 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.

    A. 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.
    B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
    C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
    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.
    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).

L.VI.11–12.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
    B. Analyze nuances in the meaning of words with similar denotations.
    C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
    D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. Reading Literature.Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Reading Informational Texts.Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3.Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

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RL.PP.11–12.5. Reading Literature.Perspective and Purpose in Texts.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RI.PP.11–12.5. Reading Informational Texts.Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Reading Informational Texts.Analysis of an Argument.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

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W.AW.11–12.1. Writing. Argumentative Writing.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

> 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 norms and conventions of the discipline in which they are writing.

> E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Writing.Writing Process.11-12.4.Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌿

W.SE.11–12.6. Writing.Sources of Evidence.11-12.4.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).

W.RW.11–12.7. Writing.Range of Writing.9-10.4.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.

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

> 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.

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B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

D. Respond thoughtfully to 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.

SL.II.11–12.2. Speaking and Listening.Integrate Information.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.

SL.ES.11–12.3. Speaking and Listening.Evaluate Speakers.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.

SL.PI.11–12.4 Speaking and Listening.Present Information.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.

SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌿

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌿

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌿

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving
•9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	

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9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	process, particularly for global issues where diverse solutions are needed.
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences. Listening skills are critical for learning and communicating.	**How does a person find his or her place in society?**

Content:

The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African
- First Read: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African
- Skill: Rhetoric

- Skill: Word Meaning
- Close Read: *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African*

"The Story of an Hour"
- First Read: The Story of an Hour
- Skill: Irony
- Close Read: The Story of an Hour

"Because I could not Stop for Death"
- First Read: Because I could not stop for Death
- Skill: Tone
- Skill: Figurative Language
- Close Read: Because I could not stop for Death

"The Cask of Amontillado"
- First Read: The Cask of Amontillado
- Skill: Story Structure
- Close Read: The Cask of Amontillado

Skills(Objectives):
L.6 WALT
- accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression
RI.1 WALT
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- pieces of textual evidence vary in strength and relevance
- support analysis of what the text says explicitly as well as inferentially
RI.3 WALT
- analyze the connections that are drawn between events or ideas
RI.4 WALT
- determine figurative, connotative, and technical meaning of words in a text
- analyze the impact of specific word choice on meaning and tone
RI.5 WALT
- analyze how an author's ideas or claims are developed or refined in particular sentences, paragraphs or larger portions of text
- Authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims
- Authors develop particular sentences, paragraphs and larger portions of the text to refine their ideas or claims
RI.8 WALT
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient
RL.1 WALT
- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts
RL.2 WALT

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- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text
- to provide an objective summary of the text

RL.3 WALT
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT
- the figurative and connotative meanings of words and phrases are determined by how they are used in the text
- analyze the cumulative impact of specific word choices on meaning and tone
- determine the figurative and connotative meaning of words and phrases as they are used in the text
- words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone

RL.5 WALT
- analyze author's choice how to manipulate time
- analyze the author's choice to create specific effects
- analyze the author's choices concerning how to structure text to order events
- authors make specific choices when structuring and ordering a text, as well as manipulating time
- those specific author choices create effects, such as mystery, tension, or surprise

RL.6 WALT
- analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States

RL.7 WALT
- a subject or a key scene can be represented differently across artistic mediums

RL.9 WALT
- analyze and reflect on how author draws on and transforms source material from other pieces of literature
- authors may draw on and transform source materials in their works
- source materials can be transformed in terms of historical/cultural contexts

RL10 WALT
- texts differ in complexity

SL.1 WALT
- actively incorporate others into the discussion
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT
- diverse media formats must be evaluated for credibility, accuracy, and discrepancies across multiple sources
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

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SL.5 WALT
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech in context and analyze their role in the text

SL.6 WALT
- 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
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.1 WALT
- arguments include an analysis of substantive topics or texts
- arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)
- attend to the norms and conventions of the discipline in which they are writing

W.10 WALT
- build on others' ideas and express our ideas clearly and persuasively
- initiate and participate effectively in a range of collaborative discussions with peers
- write routinely for a range of tasks, purposes, and audiences
- write routinely over extended and shorter time frames
- writing occurs over various time frames for a variety of tasks, purposes and audiences

W.4 WALT
- clear and coherent writing is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the development is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the style is appropriate to task, purpose, and audience
- producing clear and coherent writing in which the organization is appropriate to task, purpose, and audience

W.5 WALT
- addressing what is most significant for a specific purpose and audience strengthens writing
- addressing what is most significant for a specific purpose and audience strengthens writing
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

W.6 WALT
- technology can be used to produce, share, and update individual or shared writing projects
- use technology to produce, share, and update individual or shared writing products. use technology to link to other information

W.9 WALT
- draw evidence from literature to support analysis, reflection, and research
- draw evidence from nonfiction informational text to support analysis, reflection, and research
- evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research

Interdisciplinary Connections:
Students will use textual themes in literature to enhance their understanding of the concepts of race, class, gender, and selfhood in 19th and 20th century America.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 2 Assessment Extended Writing Project: Informational/ Explanatory Writing	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

English III Honors

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Resources:

StudySync Program

IXL

Edulastic

Goalbook Pathways

Youth and Media Digital Literacy Resource Platform

LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

DEI Resources:
- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources
- Diversity Calendar

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Think-Pair-Share Turn and Talk	

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.	The Core Path of each unit contains ten to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	Each lesson in the unit contains resources and guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction. Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction. Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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		activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	

Unit 3: Modern Times

Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. Language.System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

    B. Observe hyphenation conventions.

    C. Recognize spelling conventions.

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. 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.

    A. 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.

    B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

    C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

    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.

    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).

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L.VI.11–12.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

    B. Analyze nuances in the meaning of words with similar denotations.

    C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

    D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. Reading Literature.Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Reading Informational Texts.Close Reading of Text.11-12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Reading Literature.Central Ideas and Themes of Texts.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Reading Informational Texts.Central Ideas and Themes of Texts.11-12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RI.IT.11–12.3. Reading Informational Texts.Interactions Among Text Elements.9–10.3.Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RI.TS.11–12.4. Reading Informational Texts.Text Structure.11-12.4. Evaluate the author's choices concerning structure and 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.

RL.PP.11–12.5. Reading Literature.Perspective and Purpose in Texts.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

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RI.PP.11–12.5. Reading Informational Texts.Perspective and Purpose in Texts.11-12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RI.MF.11–12.6. Reading Informational Texts.Diverse Media and Formats.11-12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

RI.AA.11–12.7. Reading Informational Texts.Analysis of an Argument.11-12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.

RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌱

Writing Domain

W.IW.11–12.2. Writing.Informative and Explanatory Writing.11-12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

    A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

    B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

    C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

    D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

    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.

    F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WP.11–12.4. Writing.Writing Process.11-12.4.Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌿

W.SE.11–12.6. Writing.Sources of Evidence.11-12.4.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).

W.RW.11–12.7. Writing.Range of Writing.9-10.4.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.

Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

    C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

    D. Respond thoughtfully to 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.

SL.II.11–12.2. Speaking and Listening.Integrate Information.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.

SL.ES.11–12.3. Speaking and Listening.Evaluate Speakers.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.

SL.PI.11–12.4 Speaking and Listening.Present Information.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.

SL.UM.11–12.5. Speaking and Listening.Use Media.9-10.5. 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. 🌿

SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

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RI.CT.11–12.8. Reading Informational Texts.Comparison of Texts.11-12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements. 🌿

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌿

SL.UM.11–12.5. Speaking and Listening.Use Media.9-10.5. 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. 🌿

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
•9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument. Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels. Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences. Listening skills are critical for learning and communicating.	**Essential/Guiding Question:** **How did people redefine the word "American" during the twentieth century?**

Content:

The Great Gatsby (Full Text Read)
- First Read: The Great Gatsby
- Skill: Character
- Close Read: The Great Gatsby

Brown v. Board of Education
- First Read: Brown v. Board of Education
- Skill: Arguments and Claims
- Close Read: Brown v. Board of Education
- Blast: Seeing Is Believing

Hiroshima
- First Read: Hiroshima
- Skill: Syntax
- Skill: Media
- Close Read: Hiroshima
- Blast: Atomic Ethics

Theme for English B
- First Read: Theme for English B
- Skill: Textual Evidence
- Close Read: Theme for English B
- Blast: Borrowed from the Blues

Skills(Objectives):
L.6 WALT
- accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

RI.1 WALT
- cite strong and thorough textual evidence

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- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- pieces of textual evidence vary in strength and relevance
- support analysis of what the text says explicitly as well as inferentially

RI.4 WALT
- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.6 WALT
- an author's use of rhetorical devices can advance their point of view or purpose
- analyze how an author uses rhetorical devices to advance that point of view or purpose
- determine an author's point of view or purpose in a text

RL.1 WALT
- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT
- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text
- to provide an objective summary of the text

RL.3 WALT
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

RL.4 WALT
- the figurative and connotative meanings of words and phrases are determined by how they are used in the text
- analyze the cumulative impact of specific word choices on meaning and tone
- determine the figurative and connotative meaning of words and phrases as they are used in the text
- words and phrases used throughout a whole text have a cumulative impact on the text's meaning and tone

RL.5 WALT
- analyze the author's choice to create specific effects
- those specific author choices create effects, such as mystery, tension, or surprise

RL.7 WALT
- a subject or a key scene can be represented differently across artistic mediums

SL.1 WALT
- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria

- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

SL.2 WALT
- evaluate the credibility and accuracy of each source
- integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

SL.3 WALT
- apply knowledge of language to make effective choices for meaning or style
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
- identify any false reasoning or distorted evidence
- word choice and sentence structure can be varied to demonstrate an understanding of the influence of language

SL.6 WALT
- 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
- adapt speech to a variety of contexts and tasks
- demonstrate command of formal English
- independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression

W.5 WALT
- addressing what is most significant for a specific purpose and audience strengthens writing
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

W.9 WALT
- draw evidence from nonfiction informational text to support analysis, reflection, and research
- evidence from literary and nonfiction informational texts can be used to support analysis, reflection, and research

Interdisciplinary Connections:
The literature will inform students' understanding of sociopolitical issues, including differences of class, race, economics, status, politics, cultural norms, and environmental and health concerns during the early 20th century.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 3 Assessment Extended Writing Project: Research Informational	Reading Assignments Writing Assignments Skill Assignments Blast Assignments Common Formative Assessments IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students	StudySync Program IXL

read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

Edulastic

Goalbook Pathways

Youth and Media Digital Literacy Resource Platform

LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

DEI Resources:
- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources
- Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and	The Core Path of each unit contains ten	Each lesson in the unit contains resources and	Any student requiring further accommodations and/or

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guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.

guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following:
Extended time
Provide visual aids
Repeated directions
Differentiate based on proficiency
Provide word banks
Allow for translators, dictionaries

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Stage 1: Desired Results

Standards & Indicators:

Language Domain

L.SS.11–12.1. Language.System and Structure of Language.11-12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

    A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

    B. Observe hyphenation conventions.

    C. Recognize spelling conventions.

L.KL.11–12.2. Language. Knowledge of Language.11-12.2. 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.

    A. 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.

    B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

    C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.11–12.3. Language. Vocabulary Acquisition, Use and Literal Meaning.11-12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.

    A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

    B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

    C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.

    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.

    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).

L.VI.11–12.4. Language. Vocabulary Acquisition, Use and Interpretative Meaning.11-12.4.Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

    A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

    B. Analyze nuances in the meaning of words with similar denotations.

    C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.

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D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

Reading Domain

RL.CR.11–12.1. Reading Literature.Close Reading of Text.11-12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Reading Literature.Central Ideas and Themes of Texts.11-12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Reading Literature.Interactions Among Text Elements.11-12.3. Analyze the impact of the author's choices as they develop ideas throughout the text 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).

RL.TS.11–12.4. Reading Literature.Text Structure.11-12.4. Evaluate the author's choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

RL.PP.11–12.5. Reading Literature.Perspective and Purpose in Texts.11-12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).

RL.MF.11–12.6. Reading Literature.Diverse Media and Formats.9–10.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author's message).

RL.CT.11–12.8. Reading Literature.Comparison of Texts.11-12.8. Demonstrate knowledge of 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 how two or more texts from the same period treat similar themes or topics.

Writing Domain

W.NW.11–12.3. Writing.Narrative Writing.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

    D.   Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

    E.   Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.11–12.4. Writing.Writing Process.11-12.4.Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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.

W.SE.11–12.6. Writing.Sources of Evidence.11-12.4.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).

W.RW.11–12.7. Writing.Range of Writing.9-10.4.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.

Speaking and Listening Domain

SL.PE.11–12.1. Speaking and Listening.Participate Effectively.11-12.1.Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

    A.   Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

    B.   Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

    C.   Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

    D.   Respond thoughtfully to 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.

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SL.ES.11–12.3. Speaking and Listening.Evaluate Speakers.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.

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SL.PI.11–12.4 Speaking and Listening.Present Information.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.

SL.AS.11–12.6. Speaking and Listening.Adapt Speech.9-10.6.Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Integration of Climate Change:

W.WR.11–12.5. Writing.Writing Research.11-12.4. 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. 🌱

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
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9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.	
9.4.12.IML.1	Compare search browsers and recognize features that allow for filtering of information.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.	
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).	Media have embedded values and points of view.
9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).	
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.

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Central Idea/Enduring Understanding:	Essential/Guiding Question:
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.	How can we try to define love when it encompasses so many different emotions and outcomes?
Various types of texts are used to communicate ideas.	
Knowledge and ideas are developed by using and evaluating multiple sources to gain information and create perspective to form an argument.	
Knowledge is developed by independent, purposeful and engaged reading at various literary and informational text levels.	
Effective written communication relies on choosing the proper form of writing.	
Use writing to clearly communicate ideas, incorporating technology when appropriate.	
Knowledge and ideas are developed through research by using and evaluating multiple sources to gather evidence and relevant information to form a written argument.	
Writing is developed by independent, purposeful and engaged writing for extended and short periods of time for a variety of tasks, purposes and audiences.	
Listening skills are critical for learning and communicating.	
Visual materials enhance understanding.	
Speak and present using multimedia formats so others can understand your ideas.	
Control of mechanics and proper grammar promote effective spoken and written communication.	

Content:

Spotlight; Poetic Elements and Structure

Sonnet 116
First Read: Sonnet 116
Skill: Figurative Language
Close Read: Sonnet 116

Sonnet 18

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First Read: Sonnet 18
Skill: Tone
Close Read:Sonnet 18

Metamorphoses
First Read: Metamorphoses
Skill: Story Elements
Close Read: Metamorphoses

A Raisin in the Sun **(Full Text Read)**

Skills (Objectives):
L.5 WALT
- analyze nuances in the meanings of words with similar denotations

L.6 WALT
- accurate use of words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level is important to comprehension or expression

RI.1 WALT
- cite strong and thorough textual evidence
- determine where the text leaves the matter being studied uncertain
- interpret and cite a text and make relevant connections for explicit and inferential meaning
- pieces of textual evidence vary in strength and relevance
- support analysis of what the text says explicitly as well as inferentially

RI.4 WALT
- determine figurative, connotative, and technical meaning of words in a text
- words and phrases can have figurative, connotative, and technical meanings
- words can have a cumulative impact on meaning and tone
- analyze the impact of specific word choice on meaning and tone

RI.8 WALT
- arguments and specific claims in texts can use false statements and reasoning
- arguments and specific claims in texts can use reasoning that is valid, relevant and sufficient

RL.1 WALT
- cite strong and thorough textual evidence
- cited evidence must be strong, thorough and relevant
- determine where the text leaves matters uncertain
- make relevant connections to support analysis
- relevant connections must be made between text support and inferences
- support analysis of what the text says explicitly as well as inferentially
- text support and inferences need to be thoroughly explained to strengthen the inference
- there can be uncertainty in texts

RL.2 WALT
- analyze how theme develops using specific details from the text
- every text has a central idea and related theme
- every text has a central idea and related theme
- specific details that can develop a theme
- to determine a theme or central idea of a text

RL.3 WALT
- analyze how complex characters advance the plot or develop the theme
- analyze how complex characters develop over the text
- analyze how complex characters interact with other characters
- character interactions can advance the plot and develop the theme
- character interactions should be analyzed to determine the theme

SL.1 WALT

- actively incorporate others into the discussion
- assign individual roles
- build on others' ideas and express our ideas clearly and persuasively
- clarify, verify, or challenge ideas and conclusions
- collaborate with peers to set rules for discussions
- develop clear goals and assessment criteria
- explicitly draw on evidence from texts and other researched material to stimulate a thoughtful, well-reasoned exchange of ideas
- initiate and participate effectively in a range of collaborative discussions with peers
- justify own views
- make new connections to the evidence and reasoning presented
- propel conversations by posing and responding to questions that relate to broad themes or larger ideas
- respond to various perspectives
- summarize points of agreement and disagreement

W.3 WALT
- engage and orient the reader by developing experiences, events, and/or characters
- engage and orient the reader by introducing a narrator and/or characters
- engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative
- use a variety of techniques to sequence events so that they build on one another to create a coherent whole
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
- written narratives, real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

W.5 WALT
- addressing what is most significant for a specific purpose and audience strengthens writing
- consult a style manual (such as MLA or APA Style)
- focus on addressing what is most significant for a specific audience and purpose
- planning, revising, editing, rewriting, and consulting style manuals develops and strengthens writing

Interdisciplinary Connections:
The texts in this unit inform students' understanding of love and romance as cultural constructs in time periods different from our own.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 4 Assessment	Reading Assignments
Extended Writing Project: Narrative Writing	Writing Assignments
	Skill Assignments
	Blast Assignments
	Common Formative Assessments
	IXL

Stage 3: Learning Plan

Learning Opportunities/Strategies:	**Resources:**
Blasts: Students respond to the short informational texts and driving questions with 140-character or less Blast responses that allow them to practice clear concise writing. Students	StudySync Program IXL

read and respond to one another's Blasts, creating a social learning environment that teachers can easily mediate and monitor.

First Reads: Instruction around each text begins with a First Read lesson. Each First Read lesson concludes with a series of short answer questions asking students to provide textual evidence to support their understanding of the text.

Reading Skills: Skill lessons follow First Reads, and apply the Gradual Release of Responsibility Model. First, students read the definition of the skill or strategy they'll be applying and watch a Concept Definition video. In the Model portion of Skills lessons, students re-read short passages from the First Read, and receive explicit instruction about how and why a particular skill or strategy applies to the text. Teachers guide students through this "we do" portion of the lesson, facilitating discussion with follow-up questions from the lesson plan. In the final portion of a Skills lesson students apply the knowledge they've gained in the first parts of the lesson to respond to two short questions about a different passage of text from the First Read.

Close Reads: Close Read lessons culminate the instructional reading routine. Close Read lessons begin with an emphasis on vocabulary instruction as students refine or confirm their analyses of vocabulary in the First Read. Close Read lessons then challenge students to apply skills and reading strategies as they re-read and annotate the text in preparation for writing their own short constructed response.

StudySyncTV: Episodes are included in First Read lessons in each unit.

Writing Skills: Skill lessons break the writing process down and aid students as they learn to "write routinely over extended and shorter time frames."

Think-Pair-Share
Turn and Talk

Edulastic

Goalbook Pathways

Youth and Media Digital Literacy Resource Platform

LGBT and Disabilities Resources:
- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth
- LGBTQ+ Books

DEI Resources:
- Learning for Justice
- GLSEN Educator Resources
- Supporting LGBTQIA Youth Resource List
- Respect Ability: Fighting Stigmas, Advancing Opportunities
- NJDOE Diversity, Equity & Inclusion Educational Resources
- Diversity Calendar

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Each lesson in the unit contains resources and	The Core Path of each unit contains ten	Each lesson in the unit contains resources and	Any student requiring further accommodations and/or

guidance for teachers to enrich and extend activities for beyond grade-level learners. The lesson plans are divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

to twelve texts and text excerpts from a variety of genres and text types. Each unit contains at least one text drawn from the Common Core's Appendix B list of exemplar texts. The instructional routines are developed around these texts to support best practices in reading instruction and aid students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.

guidance for teachers to scaffold instruction for approaching grade-level learners. Each lesson plan is divided into two parts: the Core Path, for core instruction; and the Access Path, for scaffolded instruction.

Access Path exercises break core instruction down into discrete tasks and home in on the language development and foundational skill aspects of an exercise that make it more difficult for approaching grade-level learners. The Access Path guides teachers on the best ways to leverage technology tools like Closed Captioning and Audio Text Highlight to engage and instruct learners, and makes helpful suggestions about how and when to alternate between whole group, small group, and one-on-one instruction.

Access Path scaffolds go well beyond instructions to the teacher, though, as each lesson also includes a full complement of Access Handouts. These handouts are differentiated for all three levels of English learners and approaching grade-level learners. Access Handouts contain sentence frames, graphic organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.

modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following:
Extended time
Provide visual aids
Repeated directions
Differentiate based on proficiency
Provide word banks
Allow for translators, dictionaries

English III Honors

Pacing Guide

English III	Content/ Resources	Standards
UNIT 1: We the People		
22 Days Relationships, Routines and Procedures IXL Initial Diagnostic Daily IXL Independent Practice Research Simulation Task Reading Literataure	**(2 Days)** Building Relationships ● Icebreakers IXL: Pre-Assessment: IXL Diagnostic **(1 Day)** **Puritan Research Simulation (1 Day)** Study Sync Program *The Crucible* (Full Text Read) **(13 Days)** ● Blast: Let's Get Hysterical ● First Read: The Crucible ● Skill: Textual Evidence ● Skill: Dramatic Elements ● Close Read: The Crucible **NJGPA Preparation (2 Days)** ● Overview ● Test-Taking Strategies ● Rubric Overview ● RST (Research Simulation Task) ○ Sample Student Responses ● LAT (Literary Analysis Task)	L.SS.11–12.1. L.SS.11–12.1.A L.SS.11–12.1.B L.SS.11–12.1.C L.KL.11-12.2 L.KL.11-12.2.A L.KL.11-12.2.B L.KL.11-12.2.C L.VL.11-12.3 L.VL.11-12.3.A L.VL.11-12.3.B L.VL.11-12.3.C L.VL.11-12.3.D L.VL.11-12.3.E L.VI.11-12.4 L.VI.11-12.4.A L.VI.11-12.4.B L.VI.11-12.4.C L.VI.11-12.4.D RL.CR.11-12.1 RI.CR.11-12.1 RL.CI.11-12.2 RI.CI.11-12.2 RL.IT.11-12.3 RI.IT.11-12.3
CFA (Unit 1, CFA 1) Research Simulation Task CFA 2 (Unit 1, CFA 2) Literary Analysis Task Reading Literataure Informative/Explanatory Writing Argumentative Writing End of Unit 1 Assessment	CFA 1 (Unit 1, CFA 1 Research Simulation Task) **(0.5 Day)** CFA 2 (Unit 1, CFA 2) Literary Analysis Task **(0.5 Day)** Study Sync Program **"On Being Brought from Africa to America" (1 Day)** **Extended Writing Project: Argumentative Literary Analysis Writing (5 Days)** Pear Assessment **(1 Day)** **Additional Resources:** LGBT and Disabilities Resources:	RL.TS.11-12.4 RI.TS.11-12.4 RL.PP.11-12.5 RI.PP.11-12.5 RL.MF.11-12.6 RI.MF.11-12.6 RI.AA.11-12.7 RI.CT.11-12.8 W.AW.11-12.1 W.AW.11-12.1.A W.AW.11-12.1.B W.AW.11-12.1.C W.AW.11-12.1.D W.AW.11-12.1.E W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6

English III Honors

	- LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth - LGBTQ+ Books DEI Resources: - Learning for Justice - GLSEN Educator Resources - Supporting LGBTQIA Youth Resource List - Respect Ability: Fighting Stigmas, Advancing Opportunities - NJDOE Diversity, Equity & Inclusion Educational Resources - Diversity Calendar	W.RW.11-12.7 SL.PE.11-12.1 SL.PE.11-12.1.A SL.PE.11-12.1.B SL.PE.11-12.1.C SL.PE.11-12.1.D SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.AS.11-12.6
UNIT 2: The Individual		
23 Days Daily IXL Independent Practice Reading Informational Reading Literature CFA 3 (Unit 2, CFA 1) Reading Literature CFA 4 (Unit 2, CFA 2)	 IXL Study Sync Program ***The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* (5 Days)** - First Read: The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African - Skill: Rhetoric - Skill: Word Meaning - Close Read: *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African* Study Sync Program **"The Story of an Hour" (4.5 Days)** - First Read: The Story of an Hour - Skill: Irony - Close Read: The Story of an Hour Pear Assessment **(0.5 Day)** Study Sync Program **"Because I could not Stop for Death" (2 Days)** - First Read: Because I could not stop for Death - Skill: Tone - Skill: Figurative Language - Close Read: Because I could not stop for Death Pear Assessment **(0.5 Day)**	L.SS.11-12.1 L.SS.11-12.1 A. L.SS.11-12.1 B L.SS.11-12.1 C. L.KL.11-12.2 L.KL.11-12.2 A. L.KL.11-12.2 B. L.KL.11-12.2 C. L.VL.11-12.3 L.VL.11-12.3 A. L.VL.11-12.3 B. L.VL.11-12.3 C. L.VL.11-12.3 D. L.VL.11-12.3 E. L.VI.11-12.4 L.VI.11-12.4 A. L.VI.11-12.4 B. L.VI.11-12.4 C. L.VI.11-12.4 D. RL.CR.11-12.1 RI.CR.11-12.1 RL.CI.11-12.2 RI.CI.11-12.2 RL.IT.11-12.3 RI.IT.11-12.3 RI.TS.11-12.4 RL.TS.11-12.4 RL.PP.11-12.5 RI.PP.11-12.5 RL.MF.11-12.6 RI.MF.11-12.6 RI.AA.11-12.7

English III Honors

Reading Literature Informatonal/Explanatory Writing Writing Process End of Unit 2 Assessment	Study Sync Program **"The Cask of Amontillado" (5 Days)** ● First Read: The Cask of Amontillado ● Skill: Story Structure ● Close Read: The Cask of Amontillado **Extended Writing Project: Informatonal/Explanatory Writing (5 Days)** Pear Assessment **(1 Day)** <u>**Additional Resources:**</u> LGBT and Disabilities Resources: ● LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth ● LGBTQ+ Books DEI Resources: ● Learning for Justice ● GLSEN Educator Resources ● Supporting LGBTQIA Youth Resource List ● Respect Ability: Fighting Stigmas, Advancing Opportunities ● NJDOE Diversity, Equity & Inclusion Educational Resources ● Diversity Calendar	RI.CT.11-12.8 W.IW.11–12.2. A.B.C.D.E.F. W.WP.11-12.4 W.RW.11-12.7 SL.PE.11-12.1 SL.PE.11-12.1 A. SL.PE.11-12.1 B. SL.PE.11-12.1 C. SL.PE.11-12.1 D. SL.II.11-12.2 SL.ES.11-12.3 SL.PI.11-12.4 SL.AS.11-12.6
UNIT 3: Modern Times		
24 Days Daily IXL Independent Practice Reading Literature CFA 5 (Unit 3, CFA 1) Reading Informational CFA 6 (Unit 3, CFA 2) Reading Informational	 IXL **The Great Gatsby (Full Text Read) (12 Days)** ● First Read: The Great Gatsby ● Skill: Character ● Close Read: The Great Gatsby Pear Assessment **(0.5 Day)** Study Sync Program **Brown v. Board of Education (2 Days)** ● First Read: Brown v. Board of Education ● Skill: Arguments and Claims ● Close Read: Brown v. Board of Education ● Blast: Seeing Is Believing Pear Assessment **(0.5 Day)** Study Sync Program **Hiroshima (2 Days)**	L.SS.11-12.1 L.SS.11-12.1 A L.SS.11-12.1 B L.SS.11-12.1 C L.KL.11-12.2. L.KL.11-12.2.A L.KL.11-12.2.B L.KL.11-12.2.C L.KL.11-12.2. L.KL.11-12.2.A L.KL.11-12.2.B L.KL.11-12.2.C L.KL.11-12.2.D L.KL.11-12.2.E L.VI.11-12.4. L.VI.11-12.4.A L.VI.11-12.4.B L.VI.11-12.4.C L.VI.11-12.4.D RLCR.11-12.1.

English III Honors

Reading Literature	• First Read: Hiroshima • Skill: Syntax • Skill: Media • Close Read: Hiroshima • Blast: Atomic Ethics Study Sync Program **Theme for English B (1 Day)** • First Read: Theme for English B • Skill: Textual Evidence • Close Read: Theme for English B • Blast: Borrowed from the Blues	RI.CR.11-12.1. RL.CI.11-12.2. RI.CI.11-12.2. RL.IT.11-12.3. RI.IT.11-12.3. RL.TS.11-12.4. RI.TS.11-12.4. RL.PP.11-12.5. RI.PP.11-12.5. RL.MF.11-12.6. RI.MF.11-12.6.
Research Writing	Extended Writing Project: Research Informational **(5 Days)**	RI.AA.11-12.7. RL.CT.11-12.8.
End of Unit 3 Assessment	Pear Assessment **(1 Day)** **Additional Resources:** LGBT and Disabilities Resources: • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books DEI Resources: • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar	W.IW.11-12.2 W.IW.11-12.2A W.IW.11-12.2B W.IW.11-12.2C W.IW.11-12.2D W.WP.11-12.4 W.WR.11-12.5 W.SE.11-12.6 W.RW.11-12.7 SL.PE.11-12.1 SL.PE.11-12.1A SL.PE.11-12.1B SL.PE.11-12.1C SL.PE.11-12.1D SL.II.11-12.2 SL.ES.11-12.3 SL.PL.11-12.4 SL.UM.11-12.5 SL.AS.11-12.6
UNIT 4: Seeking Romance		
21 Days Daily IXL Independent Practice Reading Literature Reading Literature Reading Literature	 IXL Study Sync Program **Spotlight; Poetic Elements and Structure (2 Days)** Study Sync Program **Sonnet 116 (2 Days)** First Read: Sonnet 116 Skill: Figurative Language Close Read: Sonnet 116 Study Sync Program **Sonnet 18 (2 Days)** First Read: Sonnet 18	L.SS.11-12.1 L.SS.11-12.1.A L.SS.11-12.1.B L.SS.11-12.1.C L.KL.11-12.2 L.KL.11-12.2.A L.KL.11-12.2.B L.KL.11-12.2.C L.VL.11-12.3 L.VL.11-12.3.A L.VL.11-12.3.B L.VL.11-12.3.C L.VL.11-12.3.D

English III Honors

CFA 7 (Unit 4, CFA 1) Reading Literature	Skill: Tone Close Read:Sonnet 18 [Pear Assessment](#) **(0.5 Day)** [Study Sync Program](#) **Metamorphoses (2 Days)** First Read: Metamorphoses Skill: Story Elements Close Read: Metamorphoses	L.VL.11-12.3.E L.VI.11-12.4 L.VI.11-12.4.A L.VI.11-12.4.B L.VI.11-12.4.C L.VI.11-12.4.D RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3
Reading Literature	*A Raisin in the Sun* **(Full Text Read) (8 days)**	RL.TS.11-12.4 RL.PP.11-12.5
CFA 8 (Unit 4, CFA 2)	[Pear Assessment](#) **(0.5 Day)**	RL.MF.11-12.6 RL.CT.11-12.8
Narrataive Writing	Extended Writing Project:Narrative Writing **(3 Days)**	W.NW.11-12.3 W.NW.11-12.3.A

End of Unit 4 Assessment	[Pear Assessment](#) **(1 Day)**
	
	Additional Resources:
	LGBT and Disabilities Resources:
	   • [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
	   • [LGBTQ+ Books](#)
	
	DEI Resources:
	   • [Learning for Justice](#)
	   • [GLSEN Educator Resources](#)
	   • [Supporting LGBTQIA Youth Resource List](#)
	   • [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
	   • [NJDOE Diversity, Equity & Inclusion Educational Resources](#)
	   • [Diversity Calendar](#)
		W.WP.11-12.4
		W.WR.11-12.5
		W.SE.11-12.6
		W.RW.11-12.7
		SL.PE.11-12.7
		SL.PE.11-12.7.A
		SL.PE.11-12.7.B
		SL.PE.11-12.7.C
		SL.PE.11-12.7.D
		SL.II.11-12.2
		SL.ES.11-12.3
		SL.PI.11-12.4
		SL.AS.11-12.6