English IV

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.

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

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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.SE.11–12.6. Writing.Sources of Evidence.11-12.6.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.9-10.7.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.

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> 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.

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.	

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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:
Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose.

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.

Essential/Guiding Question:

What are the different ways we define 'family'? What ties hold families together and what is the fallout when those ties break?

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Control of mechanics and proper grammar promote effective spoken and written communication.	

Content:

Tuesdays with Morrie (Full Text Study)

Go Set a Watchman

My Father is a Simple Man

My Left Foot

The Joy Luck Club

The Latin Deli: An Ars Poetica

Skills (Objectives):

L.4- WALT:
- consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
- determine or clarify the meanings of unknown or multiple-meaning words and phrases
- identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases
- use context clues to determine or clarify meaning
- verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary

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
- 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
- assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone
- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

RI.1- WALT:
- accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially
- analyze a text, particularly in areas where matters are left uncertain
- identify and cite areas where the text leaves matters uncertain
- support analysis of what the text says explicitly as well as inferentially

RI.2- WALT:
- analyze the development of central ideas and how they interact
- identify more than one central idea of a text and analyze how these ideas interact throughout the text
- provide an objective summary
- there may be more than one central idea of a text

RI.3- WALT:
- a complex set of ideas or sequence of events can be analyzed
- analyze a sequence of events in a text
- analyze complex ideas of a text
- explain how ideas, individuals or events interact and develop over the course of the text
- individuals, ideas, or events interact and develop over the course of the text

RI.4- WALT:

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- an author uses and refines the meaning of key term(s) over the course of text
- analyze how an author uses and refines the meanings of key term(s) over the course of the text
- determine figurative, connotative, and technical meaning of words in a text

RL.1- WALT:
- determine where the text leaves matters uncertain
- make relevant connections to support analysis of inferences drawn from the text
- make relevant connections to support analysis of what the text says explicitly
- there can be uncertainty in texts

RL.2- WALT:
- analyze two or more themes or central ideas as they develop over the course of the text
- determine two or more themes or central ideas of a text
- provide an objective summary of the text
- two or more themes interact and build on one another to produce a complex text
- two or more themes interact and build upon one another in a text

RL.3- WALT
- analyze the interaction of the elements of a story or drama
- authors make specific choices to impact the development of a story or drama
- evaluate the impact of the author's choices

RL.4- WALT
- analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- specific words and phrases used in the text impact meaning and tone
- the figurative and connotative meanings of words and phrases are determined by how they are used in the text

SL.1A- WALT
- build on others' ideas and express our ideas clearly and persuasively
- 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
- in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.
- 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
- read and research material to prepare for discussions

SL.1B- WALT
- collaborate with peers to promote civil, democratic discussions and decision-making
- establish individual roles as needed
- set clear goals and assessments (e.g. student-developed rubrics)

SL.1C- WALT
- clarify, verify, or challenge ideas and conclusions
- ensure a hearing for a full range of positions on a topic or issue
- promote divergent and creative perspectives
- propel conversations by posing and responding to questions that probe reasoning and evidence

SL.1D- WALT
- determine what additional information or research is required to deepen the investigation or complete the task
- resolve contradictions when possible
- respond thoughtfully to diverse perspectives
- synthesize comments, claims, and evidence made on all sides of an issue

SL.3- WALT
- assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone

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- evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

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)
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.10- WALT
- 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.1A- WALT
- distinguish the claim(s) from alternate and opposing claims in argumentative writing
- introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing
- logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing
- the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose

W.1B- WALT
- avoid common logical fallacies in argumentative writing
- develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.1C- WALT
- 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

W.1D- WALT
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

W.1E- WALT
- articulate implications or the significance of the topic
- provide a concluding paragraph or section that supports the argument presented

W.2- WALT
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- develop topic with the most significant and relevant facts

W.2A- WALT
- effectively include formatting, graphics and multimedia to aid comprehension
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- introduce a topic; organize ideas, concepts, and information to build to create a unified whole

W.2B- WALT
- develop the topic with examples that are appropriate to the audience's knowledge of the topic
- extended definitions, concrete details, quotations, or other information

W.2C- WALT
- use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

W.2D- WALT
- use precise language and domain-specific vocabulary to manage the complexity of the topic
- use techniques such as metaphor, simile, and analogy to manage the complexity of the topic

W.2E- WALT

- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose

W.2F- WALT
- articulate implications or the significance of the topic
- provide a conclusion that supports the information or explanation presented

W.3A- 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 and its significance, establishing one or multiple points of view
- written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

W.3B- WALT
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

W.3C- WALT
- 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)

W.3D- WALT
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

W.3E- WALT
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

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

Interdisciplinary Connections:
The texts in this unit inform students' understanding of intergenerational relationships and the tensions therein. Students also explore how disability, immigration, and multi-cultural experiences shape those relationships.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
End of Unit 1 Assessment Extended Writing Project: Narrative 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 concludes with	StudySync Program IXL Edulastic Goalbook Pathways

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

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 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	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	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	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,

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Access Path, for scaffolded instruction.	students in meaning making, effective expression, language development and the acquisition of content knowledge and foundational skills.	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	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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		students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	

Unit 2: Facing Conflict

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).

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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.

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).

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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.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.SE.11–12.6. Writing.Sources of Evidence.11-12.6.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.9-10.7.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.

English IV

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.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.

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
•9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).	

English IV

9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.	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. 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.	**How does our response to conflict determine our integrity or lack thereof?**

English IV

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:

Death of a Salesman (Full-Text Study)

A Passage to India

Eulogy for Mahatma Gandhi

Dreaming in Cuban

Skills (Objectives):
L.4- WALT:
- consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
- determine or clarify the meanings of unknown or multiple-meaning words and phrases
- identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases
- use context clues to determine or clarify meaning
- verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary

RI.1- WALT:
- accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially
- analyze a text, particularly in areas where matters are left uncertain
- identify and cite areas where the text leaves matters uncertain
- support analysis of what the text says explicitly as well as inferentially

RI.2- WALT:

English IV

- analyze the development of central ideas and how they interact
- identify more than one central idea of a text and analyze how these ideas interact throughout the text
- provide an objective summary
- there may be more than one central idea of a text

RI.3- WALT:
- a complex set of ideas or sequence of events can be analyzed
- analyze a sequence of events in a text
- analyze complex ideas of a text
- explain how ideas, individuals or events interact and develop over the course of the text
- individuals, ideas, or events interact and develop over the course of the text

RI.4- WALT:
- an author uses and refines the meaning of key term(s) over the course of text
- analyze how an author uses and refines the meanings of key term(s) over the course of the text
- determine figurative, connotative, and technical meaning of words in a text

RI.5- WALT:
- determine whether structure clarifies, convinces, or engages the audience
- we can evaluate the effectiveness of author's structure in exposition or argument

RI.9 WALT:
- reflect on documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history
- analyze documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history
- certain historical and literary documents are significant for their themes, purposes, and rhetorical features

RL.1- WALT:
- determine where the text leaves matters uncertain
- make relevant connections to support analysis of inferences drawn from the text
- make relevant connections to support analysis of what the text says explicitly
- there can be uncertainty in texts

RL.2- WALT:
- analyze two or more themes or central ideas as they develop over the course of the text
- determine two or more themes or central ideas of a text
- provide an objective summary of the text
- two or more themes interact and build on one another to produce a complex text
- two or more themes interact and build upon one another in a text

RL.3- WALT:
- analyze the interaction of the elements of a story or drama
- authors make specific choices to impact the development of a story or drama
- evaluate the impact of the author's choices

RL.4- WALT:
- analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- specific words and phrases used in the text impact meaning and tone
- the figurative and connotative meanings of words and phrases are determined by how they are used in the text

SL.1C- WALT:
- clarify, verify, or challenge ideas and conclusions
- ensure a hearing for a full range of positions on a topic or issue
- promote divergent and creative perspectives
- propel conversations by posing and responding to questions that probe reasoning and evidence

SL.1D- WALT:

- determine what additional information or research is required to deepen the investigation or complete the task
- resolve contradictions when possible
- respond thoughtfully to diverse perspectives
- synthesize comments, claims, and evidence made on all sides of an issue

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)
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.10- WALT:
- 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.1A- WALT:
- distinguish the claim(s) from alternate and opposing claims in argumentative writing
- introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing
- logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing
- the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose

W.1B- WALT:
- avoid common logical fallacies in argumentative writing
- develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.1C- WALT:
- 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

W.1D- WALT:
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

W.1E- WALT:
- articulate implications or the significance of the topic
- provide a concluding paragraph or section that supports the argument presented

W.2- WALT:
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

W.2A- WALT:
- develop topic with the most significant and relevant facts
- effectively include formatting, graphics and multimedia to aid comprehension
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- introduce a topic; organize ideas, concepts, and information to build to create a unified whole

W.2B- WALT:
- develop the topic with examples that are appropriate to the audience's knowledge of the topic
- extended definitions, concrete details, quotations, or other information

W.2C- WALT:
- use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

W.2D- WALT:
- use precise language and domain-specific vocabulary to manage the complexity of the topic
- use techniques such as metaphor, simile, and analogy to manage the complexity of the topic

W.2E- WALT:
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose

W.2F- WALT:
- articulate implications or the significance of the topic
- provide a conclusion that supports the information or explanation presented

Interdisciplinary Connections:
The texts in this unit inform students' understanding of conflict and how conflict informs our relationships with others. Students will also examine the system of European Imperialism and how it shapes the modern social history in other countries.

Stage 2: Assessment Evidence

Performance Task(s):
End of Unit 2 Assessment
Extended Writing Project: Argumentative Writing

Other Evidence:
Reading Assignments
Writing Assignments
Skill Assignments
Blast Assignments
Common Formative Assessments
IXL

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

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

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

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.\n\nAccess 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	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\n\nELL supports should include, but are not limited to, the following:\nExtended time\nProvide visual aids\nRepeated directions\nDifferentiate based on proficiency\nProvide word banks\nAllow for translators, dictionaries

		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.	

Unit 3: Woman in the World

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.

English IV

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.

English IV

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).

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).

English IV

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

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.

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.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.11-12.5. 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.11-12.6.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.9-10.7.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.

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      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.11-12.5. 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 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).	

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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.	
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: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. 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	**Essential/Guiding Question:** What roles do women play in society? What choices are open to women and how do those choices shape their place in society across different time periods and cultures?

<table>
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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.

</td><td></td></tr>
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Content:

The Namesake

I never hear the word "Escape"

Only Daughter

I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban

Skills (Objectives):

L.4- WALT
- consult reference materials to find the pronunciation, to determine meaning, and to understand its part of speech, where the word came from, and how it is used
- determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies
- determine or clarify the meanings of unknown or multiple-meaning words and phrases
- identify and use patterns of word changes to determine different meanings or the part of speech of words or phrases
- use context clues to determine or clarify meaning
- verify our preliminary determination of the meaning of a word or phrase, such as by checking the inferred meaning in context or in a dictionary

L.5- WALT
- analyze the nuances in the meanings of words with similar denotations
- demonstrate understanding of figurative language, word relationships, and nuances in word meanings
- interpret figures of speech within a text (e.g., hyperbole, paradox)
- RI.1- WALT accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially

RI.1- WALT
- analyze a text, particularly in areas where matters are left uncertain
- identify and cite areas where the text leaves matters uncertain
- support analysis of what the text says explicitly as well as inferentially

RI.2- WALT
- analyze the development of central ideas and how they interact
- identify more than one central idea of a text and analyze how these ideas interact throughout the text
- provide an objective summary

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- there may be more than one central idea of a text

RI.3- WALT
- a complex set of ideas or sequence of events can be analyzed
- analyze a sequence of events in a text
- analyze complex ideas of a text
- explain how ideas, individuals or events interact and develop over the course of the text
- individuals, ideas, or events interact and develop over the course of the text

RI.4- WALT
- an author uses and refines the meaning of key term(s) over the course of text
- analyze how an author uses and refines the meanings of key term(s) over the course of the text
- determine figurative, connotative, and technical meaning of words in a text

RI.6- WALT
- an author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text
- determine the author's point-of-view and purpose in particularly effective text

RL.1- WALT
- determine where the text leaves matters uncertain
- make relevant connections to support analysis of inferences drawn from the text
- make relevant connections to support analysis of what the text says explicitly
- there can be uncertainty in texts

RL.2- WALT
- analyze two or more themes or central ideas as they develop over the course of the text
- determine two or more themes or central ideas of a text
- provide an objective summary of the text
- two or more themes interact and build on one another to produce a complex text
- two or more themes interact and build upon one another in a text

RL.3- WALT
- analyze the interaction of the elements of a story or drama
- authors make specific choices to impact the development of a story or drama
- evaluate the impact of the author's choices

RL.4- WALT
- analyze the impact of specific word choices on meaning and tone including words with multiple meanings or language that is particularly fresh, engaging, or beautiful
- determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- specific words and phrases used in the text impact meaning and tone
- the figurative and connotative meanings of words and phrases are determined by how they are used in the text

RL.5- WALT
- analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure
- analyze how an author's structural choices contribute to its aesthetic impact
- analyze how an author's structural choices contribute to its overall meaning
- author's choices contribute to its overall structure and meaning of a text

SL.1A- WALT
- build on others' ideas and express our ideas clearly and persuasively
- 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
- in order to participate effectively in discussions, we must build on others' ideas and express our own ideas clearly and persuasively.
- 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
- read and research material to prepare for discussions

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SL.1B- WALT
- collaborate with peers to promote civil, democratic discussions and decision-making
- establish individual roles as needed
- set clear goals and assessments (e.g. student-developed rubrics)

SL.1C- WALT
- clarify, verify, or challenge ideas and conclusions
- ensure a hearing for a full range of positions on a topic or issue
- promote divergent and creative perspectives
- propel conversations by posing and responding to questions that probe reasoning and evidence

SL.1D- WALT
- determine what additional information or research is required to deepen the investigation or complete the task
- resolve contradictions when possible
- respond thoughtfully to diverse perspectives
- synthesize comments, claims, and evidence made on all sides of an issue

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)
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.10- WALT:
- 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.1A- WALT:
- distinguish the claim(s) from alternate and opposing claims in argumentative writing
- introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing
- logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing
- the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose

W.1B- WALT:
- avoid common logical fallacies in argumentative writing
- develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.1C- WALT:
- 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

W.1D- WALT:
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

W.1E- WALT:
- articulate implications or the significance of the topic
- provide a concluding paragraph or section that supports the argument presented

W.2- WALT:
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content

W.2A- WALT:
- develop topic with the most significant and relevant facts

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- effectively include formatting, graphics and multimedia to aid comprehension
- informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content
- introduce a topic; organize ideas, concepts, and information to build to create a unified whole

W.2B- WALT:
- develop the topic with examples that are appropriate to the audience's knowledge of the topic
- extended definitions, concrete details, quotations, or other information

W.2C- WALT:
- use appropriate and varied transitions and syntax to link major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts

W.2D- WALT:
- use precise language and domain-specific vocabulary to manage the complexity of the topic
- use techniques such as metaphor, simile, and analogy to manage the complexity of the topic

W.2E- WALT:
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose

W.2F- WALT:
- articulate implications or the significance of the topic
- provide a conclusion that supports the information or explanation presented

W.3A- 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 and its significance, establishing one or multiple points of view
- written narratives, either real or imagined, should use effective techniques and well-chosen details, and well-structured event sequencing

W.3B- WALT:
- use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters

W.3C- WALT:
- 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)

W.3D- WALT:
- use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

W.3E- WALT:
- provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Interdisciplinary Connections:

The texts in this unit inform students' understanding of women's history and literature. Students examine writing by women writers in multiple cultures and analyze how various cultural experiences (race, class, ethnicity, etc.) shape their lives.

Stage 2: Assessment Evidence

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

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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."

Think-Pair-Share
Turn and Talk

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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*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	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

		organizers, glossaries, and many other activities so students have the scaffolds they need to complete core assignments alongside their on-grade level classmates.	

Unit 4: Research-Based Argument

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).

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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

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.

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.

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.

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.

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.

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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 Literature.Comparison of Texts.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.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.11-12.5. 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.11-12.6.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.9-10.7.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.

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:

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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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

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		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.

Central Idea/Enduring Understanding: Effective readers use strategies before, during, and after reading to construct and extend meaning according to the text and purpose. 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.	**Essential/Guiding Question:** How does research bring new ideas into an ongoing conversation?

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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:

Blast: Research-Based Argument 101

The Uses of Enchantment
First Read: The Uses of Enchantment
Skill: Reasons and Relevant Evidence
Close Read: The Uses of Enchantment

Introduction: Research-Based Argument

Blast: Once Upon a Time
Blast: A Steph Forward
Blast: Water Woes
Blast: Science Un-Fair
Blast: Book Smart
Blast: Unfollowed!
Blast: Falling Prices

Research-Based Argument: Prewrite
Skill: Research and Note-Taking
Skill: Thesis Statement
Skill: Organize Argumentative Writing
Research-Based Argument: Plan

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Skill: Peer Review
Research-Based Argument: Draft

Research-Based Argument: Revise
Skill: Topic Sentences and Body Paragraphs
Skill: Introductions and Conclusions
Skill: Sources and Citations

Research-Based Argument: Edit, Proofread, and Publish

Skills (Objectives):

RI.1- WALT:
- accurately interpret and cite strong and thorough textual evidence in support of what the text says (means) explicitly and inferentially
- analyze a text, particularly in areas where matters are left uncertain
- identify and cite areas where the text leaves matters uncertain
- support analysis of what the text says explicitly as well as inferentially

RI.2- WALT:
- analyze the development of central ideas and how they interact
- identify more than one central idea of a text and analyze how these ideas interact throughout the text
- provide an objective summary
- there may be more than one central idea of a text

RI.3- WALT:
- a complex set of ideas or sequence of events can be analyzed
- analyze a sequence of events in a text
- analyze complex ideas of a text
- explain how ideas, individuals or events interact and develop over the course of the text
- individuals, ideas, or events interact and develop over the course of the text

RI.4- WALT:
- an author uses and refines the meaning of key term(s) over the course of text
- analyze how an author uses and refines the meanings of key term(s) over the course of the text
- determine figurative, connotative, and technical meaning of words in a text
- determine figurative, connotative, and technical meaning of words in a text

RI.5- WALT:
- determine whether structure clarifies, convinces, or engages the audience
- we can evaluate the effectiveness of author's structure in exposition or argument

RI.6 WALT:
- analyze how the author's style and content contribute to the power, persuasiveness or beauty of the text
- an author's style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text
- determine the author's point-of-view and purpose in particularly effective text

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)
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.10- WALT:
- 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.1A- WALT:

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- distinguish the claim(s) from alternate and opposing claims in argumentative writing
- introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing
- logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing
- the logical organization of claims and counterclaims will impact the reader's understanding of the writer's purpose

W.1B- WALT:
- avoid common logical fallacies in argumentative writing
- develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing
- identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

W.1C- WALT:
- 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

W.1D- WALT:
- attend to the norms and conventions of the discipline in which they are writing
- establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)

W.1E- WALT:
- articulate implications or the significance of the topic
- provide a concluding paragraph or section that supports the argument presented

W.4- WALT:
- produce clear and coherent writing in which the development is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the organization is appropriate to task, purpose, and audience
- produce clear and coherent writing in which the style 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)
- develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- 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:
- information can be shared, linked and displayed flexibly and dynamically using technology
- technology can be used to produce, share, and update individual or shared writing projects
- use technology, including the Internet, to display information flexibly and dynamically
- use technology, including the Internet, to link to other information
- use technology, including the Internet, to produce, share, and update individual or shared writing products

W.7- WALT:
- conduct short and sustained research projects to answer a question or solve a problem
- research process applies to our own questions and/or problems
- short and sustained research projects to answer a question or solve a problem
- synthesize multiple sources on the subject to demonstrate understanding of the subject
- the research process is used to answer a question or solve a problem

W.8- WALT:
- assess the validity of each source relative to the task, purpose and audience
- gather relevant information from multiple authoritative print and digital sources
- gather relevant information from multiple sources requires effective search techniques and selectivity
- use advanced searches effectively

W.9B- WALT:
- draw evidence from informational texts to support analysis and research

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Interdisciplinary Connections:
The texts in this unit inform students' understanding of research based writing through the examination of a variety of interdisciplinary topics including: fairy tales, sports history, international relations, environmental justice, space exploration, social media, business and economics, and the impact of literary fiction on the human psyche.

Stage 2: Assessment Evidence

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

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

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

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

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.	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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		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.	

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Pacing Guide

Content	Resources	Standards
UNIT 1: The Ties that Bind		
25 Days Classroom Routines and Procedures IXL Initial Diagnostic Daily IXL Independent Practice Reading Literataure Reading Literataure CFA 1 (Unit 1, CFA 1) CFA 2 (Unit 1, CFA 2) Reading Informational Texts Reading Literataure Reading Literataure Narrative Writing End of Unit 1 Assessment	**(2 Days)** ● Building Relationships ● Icebreakers IXL Pre-Assessment: IXL Diagnostic **(1 Day)** StudySync Program *Tuesdays with Morrie* (Full Text Study) **(5 Days)** StudySync Program *Go Set a Watchman* (3 Days) *Or* *My Father is a Simple Man* (3 Days) Pear Assessment **(0.25 Day)** Pear Assessment **(0.25 Day)** StudySync Program *My Left Foot* **(2 Days)** StudySync Program *The Joy Luck Club* **(2 Days)** StudySync Program *The Latin Deli: An Ars Poetica* **(2 Days)** Study Sync Program Extended Writing Project **(5 Days)** Pear Assessment **(1 Day)** **Additional Resources:** 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	L.SS.11–12.1. A. B. C. L.KL.11–12.2. A. B. C. L.VL.11–12.3. A. B. C. D. E. L.VI.11–12.4. A. B. C. D. RL.CR.11–12.1. RL.CI.11–12.2. RL.IT.11–12.3. RL.TS.11–12.4. RL.PP.11–12.5. RL.MF.11–12.6. RL.CT.11–12.8. W.NW.11–12.3. A. B. C. D. E. W.WP.11–12.4. W.SE.11–12.6. W.RW.11–12.7. SL.PE.11–12.1. A. B. C. D. SL.II.11–12.2. SL.ES.11–12.3. SL.PI.11–12.4 SL.AS.11–12.6.

	• [NJDOE Diversity, Equity & Inclusion Educational Resources](#) • [Diversity Calendar](#)	
UNIT 2: Facing Conflict		
20 Days Daily IXL Independent Practice Reading Literature CFA 3 (Unit 2, CFA 1) Reading Literature CFA 4 (Unit 2, CFA 2) (0.5 Day) Reading Informational Texts Reading Literature Literary Analysis End of Unit 2 Assessment	[IXL](#) [StudySync Program](#) *Death of a Salesman* (Full Text Study) (5 Days) [Pear Assessment](#) **(0.25 Day)** [StudySync Program](#) *A Passage to India* (3 Days) [Pear Assessment](#) **(0.25 Day)** [StudySync Program](#) *Eulogy for Mahatma Gandhi* **(3 Days)** [StudySync Program](#) *Dreaming in Cuban* **(2 Days)** Extended Writing Project (**5 Days**) [Pear Assessment](#) **(1 Day)** **Additional Resources:** [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](#)	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 RL.CI.11-12.2 RL.IT.11-12.3 RL.TS.11-12.4 RL.PP.11-12.5 RL.MF.11-12.6 RL.CT.11-12.8 W.AW.11–12.1 W.WP.11–12.4 W.SE.11–12.6 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: Woman in the World		
23 Days		L.SS.11-12.1

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		L.SS.11-12.1 A
Daily IXL Independent Practice	IXL	L.SS.11-12.1 B
		L.SS.11-12.1 C
Reading Literature	StudySync Program *The Namesake* (4 Days)	L.KL.11-12.2.
		L.KL.11-12.2.A
CFA 5 (Unit 3, CFA 1)	Pear Assessment **(0.25 Day)**	L.KL.11-12.2.B
		L.KL.11-12.2.C
Reading Litearature	StudySync Program *I never hear the word "Escape"* **(3 Days)**	L.KL.11-12.2.
		L.KL.11-12.2.A
		L.KL.11-12.2.B
Reading Litearature	StudySync Program *Only Daughter* **(4 Days)**	L.KL.11-12.2.C
		L.KL.11-12.2.D
		L.KL.11-12.2.E
CFA 6 (Unit 3, CFA 2)	Pear Assessment **(0.25 Day)**	L.VI.11-12.4.
		L.VI.11-12.4.A
Reading Informational Texts	StudySync Program *I Am Malala: The Girl Who Stood Up for Education and was Shot by the Taliban* **(5 Days)**	L.VI.11-12.4.B
		L.VI.11-12.4.C
Argumentative Writing		L.VI.11-12.4.D
	StudySync Program Extended Writing Project **(5 Days)**	RLCR.11-12.1.
End of Unit 3 Assessment		RI.CR.11-12.1.
	Pear Assessment **(1 Day)**	RL.CI.11-12.2.
		RI.CI.11-12.2.
	Additional Resources:	RL.IT.11-12.3.
		RI.IT.11-12.3.
	Youth and Media Digital Literacy Resource Platform	RL.TS.11-12.4.
		RI.TS.11-12.4.
	LGBT and Disabilities Resources:	RL.PP.11-12.5.
	• LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth	RI.PP.11-12.5.
	• LGBTQ+ Books	RL.MF.11-12.6.
		RI.MF.11-12.6.
	DEI Resources:	RI.AA.11-12.7.
	• Learning for Justice	RL.CT.11-12.8.
	• GLSEN Educator Resources	RI.CT.11-12.8
	• Supporting LGBTQIA Youth Resource List	W.AW.11-12.1
	• Respect Ability: Fighting Stigmas, Advancing Opportunities	W.WP.11-12.4
	• NJDOE Diversity, Equity & Inclusion Educational Resources	W.SE.11-12.6
	• Diversity Calendar	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.AS.11-12.6

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UNIT 4: Research-Based Argument		
22 Days		L.SS.11-12.1
		L.SS.11-12.1 A
Daily IXL Independent Practice	[IXL](#)	L.SS.11-12.1 B
		L.SS.11-12.1 C
Research	[StudySync Program](#) Blast: Research-Based Argument 101 **(0.5 Days)**	L.KL.11-12.2.
		L.KL.11-12.2.A
		L.KL.11-12.2.B
Reading Informational	[StudySync Program](#) The Uses of Enchantment **(4 Days)**	L.KL.11-12.2.C
	First Read: The Uses of Enchantment	L.KL.11-12.2.
	Skill: Reasons and Relevant Evidence	L.KL.11-12.2.A
	Close Read: The Uses of Enchantment	L.KL.11-12.2.B
CFA 7 (Unit 4, CFA 1)	[Pear Assessment](#) **(0.25 Day)**	L.KL.11-12.2.C
		L.KL.11-12.2.D
ResearchArgumentative Writing/Writing Process	[StudySync Program](#) Introduction: Research-Based Argument **(1 Day)**	L.KL.11-12.2.E
	● Blast: Once Upon a Time **(0.5 Day)**	L.VI.11-12.4.
	● Blast: A Steph Forward **(0.5 Day)**	L.VI.11-12.4.A
	● Blast: Water Woes **(0.5 Day)**	L.VI.11-12.4.B
	● Blast: Science Un-Fair **(0.5 Day)**	L.VI.11-12.4.C
	● Blast: Book Smart **(0.5 Day)**	L.VI.11-12.4.D
	● Blast: Unfollowed! **(0.5 Day)**	RLCR.11-12.1.
	● Blast: Falling Prices **(0.5 Day)**	RI.CR.11-12.1.
CFA 8 (Unit 4, CFA 2)	[Pear Assessment](#) **(0.25 Day)**	RI.CI.11-12.2.
		RI.IT.11-12.3.
Research/Argumentative Writing	[StudySync Program](#) **Research-Based Argument (4 Days)**	RI.TS.11-12.4.
	Research-Based Argument: Prewrite	RI.PP.11-12.5..
	● Skill: Research and Note-Taking	RI.MF.11-12.6.
	● Skill: Thesis Statement	RI.AA.11-12.7.
	● Skill: Organize Argumentative Writing	RI.CT.11-12.8
	Research-Based Argument: Plan **(2 Days)**	W.AW.11-12.1
	● Skill: Peer Review	W.WP.11-12.4
	Research-Based Argument: Draft **(4 Days)**	W.WR.11-12.5
	Research-Based Argument: Revise **(4 Day)**	W.SE.11-12.6
	● Skill: Topic Sentences and Body Paragraphs	W.RW.11-12.7
	● Skill: Introductions and Conclusions	SL.PE.11-12.1
	● Skill: Sources and Citations	SL.PE.11-12.1A
	Research-Based Argument: Edit, Proofread, and Publish **(1 Day)**	SL.PE.11-12.1B
		SL.PE.11-12.1C
End of Unit Assessment	[Pear Assessment](#) **(1 Day)**	SL.PE.11-12.1D
		SL.II.11-12.2
	Additional Resources:	SL.ES.11-12.3
		SL.PL.11-12.4
	LGBT and Disabilities Resources:	SL.UM.11-12.5
	● [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)	SL.AS.11-12.6
	● [LGBTQ+ Books](#)	
	DEI Resources:	

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	[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](#)	