

# English

## GRADE 12- Honors English 4

**BOARD APPROVAL DATE: August 2020**

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised  
2016**

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	NJLSA <ul style="list-style-type: none"> <li>● NJLSA.R1.</li> <li>● NJLSA.R2.</li> <li>● NJLSA.R6.</li> <li>● NJLSA.W3.</li> <li>● NJLSA.W4.</li> <li>● NJLSA.W5.</li> <li>● NJLSA.W10.</li> <li>● W.11-12.10.</li> </ul>	<i>“Who Am I? What is my place in the world?”</i>	<ul style="list-style-type: none"> <li>● write personal narrative</li> <li>● incorporate literary devices in writing</li> <li>● understand and apply rhetorical strategies in writing and speaking</li> <li>● differentiate between exposition/ narrative, direct/ indirect characterization, other narrative distinctions</li> </ul>	<b>one marking period</b>
Unit 2	<ul style="list-style-type: none"> <li>● NJLSA.R1.</li> <li>● NJLSA.R2.</li> <li>● NJLSA.R3.</li> <li>● NJLSA.R5.</li> <li>● NJLSA.R6.</li> <li>● RL.11-12.4.</li> <li>● RL.11-12.5.</li> <li>● RL.11-12.6.</li> <li>● NJLSA.W4.</li> <li>● NJLSA.W5.</li> <li>● NJLSA.W6.</li> <li>● W.11-12.4.</li> </ul>	<i>“How are we shaped by our cultural and geographical roots?”</i>	<ul style="list-style-type: none"> <li>● understanding and apply literary theories to a text</li> <li>● evaluate an author’s purpose and audience</li> <li>● Recognize and communicate a text’s theme</li> <li>● Summarize text</li> <li>● Evaluate purpose and effectiveness of various literary devices on texts</li> </ul>	<b>one marking period</b>
Unit 3	<ul style="list-style-type: none"> <li>● NJLSA.R7.</li> <li>● NJLSA.R8.</li> <li>● NJLSA.R9.</li> <li>● NJLSA.R10.</li> <li>● NJLSA.W1.</li> <li>● NJLSA.W2.</li> <li>● NJLSA.W4.</li> <li>● NJLSA.W5.</li> <li>● NJLSA.W6.</li> <li>● NJLSA.W7.</li> <li>● NJLSA.W8.</li> <li>● NJLSA.W9.</li> </ul>	<i>“What are the obstacles to universal acceptance?”</i>	<ul style="list-style-type: none"> <li>● Interpret and evaluate sources</li> <li>● Analyze literature thematically or for other purposes</li> <li>● Substantiate and support claims</li> <li>● Engage in active reading</li> <li>● Summarize texts</li> </ul>	<b>one marking period</b>

<p><b>Unit 4</b></p>	<ul style="list-style-type: none"> <li>● NJSLSA.SL1..</li> <li>● NJSLSA.SL2.</li> <li>● NJSLSA.SL3.</li> <li>● NJSLSA.SL5.</li> <li>● NJSLSA.SL6.</li> <li>● SL.11-12.1.</li> <li>● L.11-12.3.</li> </ul>	<p><i>“How can we make the world a better place?”</i></p>	<ul style="list-style-type: none"> <li>● persuade audiences in written and verbal communications</li> <li>● inform audiences using clear, precise language</li> </ul>	<p><b>one marking period</b></p>
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**This document outlines in detail the answers to the following four questions:**

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1: Grade 12/Honors English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge and Skills
<ul style="list-style-type: none"> <li>● <b>NJSLSA.R1.</b> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● <b>NJSLSA.R2.</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● <b>NJSLSA.R6.</b> Assess how point of view or purpose shapes the content and style of a text.</li> <li>● <b>NJSLSA.W3.</b> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> <li>● <b>NJSLSA.W4.</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <b>NJSLSA.W5.</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● <b>NJSLSA.W10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</li> <li>● <b>W.11-12.10.</b> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>NJSLA. Social Science. 6.1.12.D.16.a</b> Analyze the impact of American culture on other world cultures from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Effective writing is a process</li> <li>● Literary devices contribute to sense, logic, tone, message, and theme in narratives</li> <li>● Narratives are structured and organized</li> <li>● Clarity and precision of language contribute to effective communication</li> <li>● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics</li> <li>● Word choice drives tone</li> <li>● Narrative point-of-view influences tone and helps develop theme</li> <li>● Characterization can be direct or indirect</li> </ul>
<b>Unit 1:Grade 12/Honors English 4</b>		
<b>Stage 1 – Desired Results</b>		
<b>UNIT SUMMARY</b>	<b>CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)</b>	

<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “Who Am I? What is my place in the world?”</i></p> <p><i>Guiding Song: “Who Are You?” by The Who</i></p> <p>This unit will likely cover the first marking period.</p> <p>Global awareness necessitates an awareness of self. This unit is intended to help students incorporate the analytical and critical skills used when engaging with literature as an investigation of self. An exploration of existentialist readings, including the assigned summer novels, and an investigation of personal narrative strategies should help students turn concepts into clear, directed language. Students will use these skills to write college application essays.</p>	<p>Possible materials may include</p> <ul style="list-style-type: none"> <li>• <i>The Stranger</i></li> <li>• Recordings from Story Corp or other podcasts</li> <li>• Other topical non-print texts</li> <li>• Essays by George Orwell</li> <li>• Non-fiction from <u>Reading the World</u></li> <li>• Plato’s “Allegory of the Cave”</li> <li>• other Existential short pieces</li> <li>• <i>Hamlet</i></li> <li>• Topical Non-Fiction</li> <li>• Poetry</li> <li>• review of grammar and writing issues as needed</li> </ul> <p>Because our focus is on skill sets, the texts listed here by unit may be moved to other units as deemed appropriate by instructor.</p>
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UNDERSTANDINGS

<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• Effective writing is a process</li> <li>• Literary devices contribute to sense, logic, tone, message, and theme in narratives</li> <li>• Narratives are structured and organized</li> <li>• Clarity and precision of language contribute to effective communication</li> <li>• Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics</li> <li>• Word choice drives tone</li> <li>• Narrative point-of-view influences tone and helps develop theme</li> <li>• Characterization can be direct or indirect</li> </ul>	
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Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• Narrative point-of-view</li> <li>• Anecdote</li> </ul>	<ul style="list-style-type: none"> <li>• Write structured personal narratives through multi-stage process writing</li> </ul>

<ul style="list-style-type: none"> <li>● “Unreliable narrator”</li> <li>● Figurative language, including hyperbole, metaphor, simile, personification, etc., as applicable</li> <li>● Authorial purpose and connection to audience</li> <li>● Rhetorical strategies</li> <li>● New vocabulary</li> <li>● Direct and Indirect Characterization techniques</li> </ul>	<ul style="list-style-type: none"> <li>● Strategize a personal narrative in regard to introduction, use of literary devices, “hook,” etc.</li> <li>● Determine what literary devices or techniques would be most effective in a personal narrative</li> <li>● Connect issues from summer reading texts to new texts</li> <li>● Apply understanding of rhetorical strategies to their own writing and speaking</li> <li>● Differentiate between exposition and narration</li> <li>● Differentiate between Direct and Indirect Characterization</li> </ul>
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**Stage 2 – Assessment Evidence**

<p>Performance Tasks:</p> <p>Personal Narrative/ College Admissions Essay</p>	<p>Other Evidence/ Possible Activities:</p> <ul style="list-style-type: none"> <li>● Process Writing : Introductions and Thesis statements</li> <li>● Grammar and style review activities</li> <li>● Interviewing activities &amp; storytelling / Interviewing activities &amp; reporting findings</li> <li>● <b>Informal and/or formal presentations of interviews</b></li> <li>● Written assessment or exam on summer reading texts</li> <li>● Explanatory writing task(s)</li> </ul> <p>Alternate Assessments: Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, explanatory “how-to” presentations, independent research, blogging, etc.</p>
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**Stage 3 – Learning Plan**

<p>•Explanation:</p> <ul style="list-style-type: none"> <li>● The final performance task in this unit has real-world applicability, since students will be applying to college.</li> <li>● The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning.</li> <li>● The unit provides ample opportunities to incorporate 21st Century Learning strategies. Podcasts, Video blogging, TED talk videos, and other online content will likely be incorporated into lessons and add to teachers’ modeling.</li> <li>● Skills honed in this unit will be useful in other areas of academic writing.</li> </ul>
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**Plans:**

- Analyze yourself / your classmates as characters and choose adjectives to describe dominant characteristics.
- Recognize, analyze, and imitate opening techniques of literary “masters.”
- Draft a captivating introduction to a personal narrative.
- Differentiate between scene/exposition (show and tell), direct / indirect characterization, and employ these in writing.
- Revise a personal narrative.

***PROGRESS MONITORING***

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

<b>Planned Differentiation &amp; Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift &amp; Talented Students</b>
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**Gifted & Talented:**

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

**Tier I:**

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

**Tier II:**

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

**Tier III:**

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

**ELL:**

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

**504s:** accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

**SPED:** accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic



Unit 2: English Grade 12 / Honors English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</li> <li>● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</li> <li>● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</li> <li>● NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</li> <li>● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</li> <li>● RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</li> <li>● RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</li> <li>● RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</li> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>● NJSLS SS 6.2.12.D.5.a. Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.</li> <li>● NJSLS SS 6.2.12.D.5.d. Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.</li> <li>● NJSLS SS 6.2.12.D.3.d. Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.</li> <li>● NJSLS SS 6.2.12.D.3.e. Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.</li> </ul>	<ul style="list-style-type: none"> <li>● Assess critical approaches to literature</li> <li>● analysis of writer's craft</li> <li>● tools of effective communication</li> <li>● use of Textual evidence</li> <li>● understanding of language standards, ie. grammar, syntax, usage, and mechanics</li> <li>● Basic understanding of various schools of literary criticism</li> <li>● understanding of various literary critical theories</li> <li>● Consider audience and author's purpose</li> <li>● Process Writing: Create arguable literary claims</li> <li>● Recognize and communicate a text's theme or its combination of themes</li> <li>● Summarize texts</li> <li>● Evaluate purpose and effectiveness of various literary devices on texts</li> </ul>

<ul style="list-style-type: none"> <li>● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>		
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**Unit 2 English Grade 12 / Honors English 4**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Song: “The Immigrant Song” by Led Zeppelin</i></p> <p><i>Guiding Question: “How are we shaped by our cultural and geographical roots?”</i></p> <p>This unit will likely cover the second marking period.</p> <p>Students at this level benefit from an understanding that multiple perspectives on a topic lead to multiple interpretations, and that literary analysis tends to concern itself not with ‘right’ or ‘wrong’ readings, but with ‘strong’ or ‘weak’ readings. Students will build on existing skills, strengthening their ability to support and substantiate literary claims.</p> <p>This unit calls for close, careful independent and group reading.</p>	<p>Possible materials may include</p> <ul style="list-style-type: none"> <li>● Readings from <u>Reading the World</u></li> <li>● Colonial &amp; Post-Colonial short fiction                             <ul style="list-style-type: none"> <li>○ James Joyce, V.S. Naipal, Chinua Achebe, Edwidge Danticat, others</li> </ul> </li> <li>● Magical Realism (Garcia Marquez stories)</li> <li>● examples of literary criticism</li> <li>● Topical Non-Fiction</li> <li>● Practice theses</li> <li>● Sentence combining activities &amp;/or exercises in sentence-level concision.</li> <li>● Poetry</li> <li>● <b>Other topical non-print texts</b></li> </ul>

**UNDERSTANDINGS**

<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Approaches to analyzing literature vary</li> </ul>
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- Theme and main ideas develop as a result authors’ craft
- Clarity and precision of language contribute to effective communication
- Textual evidence supports inferences drawn from text
- Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics

**Students will know...**

- New vocabulary
- Basic concept of various schools of literary criticism
- Literary terminology as applicable
- Elements of “Magical Realism”
- Textual summary is objective

**Students will be able to...**

- Show an understanding of various literary critical theories
- Consider literary theories as tools for analysis
- Consider audience and author’s purpose
- Process Writing: Create arguable literary claims
- Recognize and communicate a text’s theme or its combination of themes
- Summarize texts
- Evaluate purpose and effectiveness of various literary devices on texts

**Stage 2 – Assessment Evidence**

**Performance Tasks:**

- Select an approach (or literary critical “lens”) appropriate and useful for analysis of a work of literature

**Other Evidence/ Possible Activities:**

- Grammar review as needed
- Short writing
- collaborative and independent reading activities
- student-generated reading or writing activities
- peer writing review
- guided reading and modeled writing

**Alternate Assessments:**

Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects, etc.

**Stage 3 – Learning Plan**

**Explanation:**

- The final performance task in this unit is one step toward a larger project, emphasizing writing as a process

- The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning.
- 21st Century Learning strategies are incorporated as needed to model the process of literary analysis.
- Skills honed in this unit will be useful in other areas of academic writing and in our next unit.

Plans:

- Read, comprehend, and analyze literary elements in fiction.
- Recognize and identify schools of literary criticism.
- Analyze literature utilizing a variety of critical approaches.
- Process writing.
- Collaboratively draft a thesis statement with **at least 2** supporting quotes from the text that addresses a specific question / critical approach.

***PROGRESS MONITORING***

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

**Gifted & Talented:**

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

**Tier I:**

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshoping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

**Tier II:**

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

**Tier III:**

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

**ELL:**

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary

- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

**504s:** accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

**SPED:** accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic

Unit 3 :English Grade 12 / Honors English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>● NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>● NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</li> <li>● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</li> <li>● NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>● NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>● NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>● NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> <li>● NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</li> <li>● NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</li> <li>● NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and</li> </ul>	<ul style="list-style-type: none"> <li>● NJSLS WL 7.1.AL.C.2. Create a research-based analysis of a current global problem/issue showing cultural perspectives associated with the target culture(s) and another world culture.</li> <li>● NJSLSA. Social Science. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret and evaluate sources</li> <li>● Analyze literature thematically</li> <li>● Substantiate and support claims</li> <li>● Engage in active reading</li> <li>● Summarize texts</li> <li>● Interpretation and evaluation of secondary source material</li> <li>● Applying previously-learned strategies in academic writing may facilitate clear, complex, thoughtful analysis.</li> </ul>

<p>integrate the information while avoiding plagiarism.</p> <ul style="list-style-type: none"> <li>● NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</li> </ul>		
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**Unit 3: English Grade 12 / Honors English 4**

**Stage 1 – Desired Results**

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching Theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Question: “What are the obstacles to universal acceptance?”</i></p> <p><i>Guiding Song: “The Wall” by Pink Floyd</i></p> <p>This unit will likely cover the third marking period.</p> <p>Engaging in critical analysis and creating academic writing means that one’s thoughts on a subject become part of a larger discourse. Students benefit from a sense of ownership over their work and should see that their academic work does not exist in isolation.</p> <p>While most students will not become literary scholars, the skills honed here will benefit their study of an array of fields.</p>	<p>Possible material:</p> <ul style="list-style-type: none"> <li>● Margaret Atwood’s “Death by Landscape” &amp;/or other contemporary short stories</li> <li>● Literary criticism found by teachers and students</li> <li>● <i>Beowulf</i></li> <li>● <i>Grendel</i> by John Gardner</li> <li>● <i>The Handmaid’s Tale</i> by Atwood</li> <li>● <i>A Clockwork Orange</i> by Anthony Burgess</li> <li>● other novels by non-American authors</li> <li>● Poetry</li> <li>● <b>Other topical non-print texts</b></li> </ul>

**UNDERSTANDINGS**

<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>● Applying previously-learned strategies in academic writing may facilitate clear, complex, thoughtful analysis.</li> <li>● One varies one’s reading strategies based upon appropriateness to text</li> <li>● Literary criticism begins as a text-based venture but may necessitate considerations of history, class, race, sexual identity, cultural marginalization, and so forth.</li> <li>● Clarity and precision of language contribute to effective communication, even when about complex ideas</li> <li>● Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics</li> </ul>
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Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>○ New vocabulary</li> <li>● Interpretation and evaluation of secondary source material</li> <li>● Purposeful integration of source material into writing</li> <li>● Analysis must be supported with textual evidence</li> <li>● Texts are influenced by outside cultural factors and can influence outside culture</li> <li>● Texts often have more than one theme</li> <li>● Textual summary is objective</li> </ul>	<ul style="list-style-type: none"> <li>● Interpret and evaluate sources</li> <li>● Analyze literature thematically or for other purposes</li> <li>● Substantiate and support claims</li> <li>● Engage in active reading</li> <li>● Summarize texts</li> </ul>
<b>Stage 2 – Assessment Evidence</b>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>● Researched analyses with effective use of secondary source material</li> </ul>	<p>Other Evidence / Possible Activities:</p> <ul style="list-style-type: none"> <li>● peer review of writing</li> <li>● guided reading and modeled writing</li> <li>● process writing, including thesis development</li> <li>● active reading</li> <li>● grammar review as needed</li> </ul> <p>Alternate Assessments: Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects, etc.</p>
<b>Stage 3 – Learning Plan</b>	
<p>Explanation:</p> <ul style="list-style-type: none"> <li>● The final performance task draws upon previous coursework and emphasizes writing as a process</li> <li>● The unit involves opportunity for teacher observation, teacher feedback, and both self- and peer-assessment. It also provides opportunity for differentiation, student-driven lessons, and collaborative learning.</li> <li>● 21st Century Learning strategies are incorporated as needed to model the process of literary analysis.</li> <li>● Skills honed in this unit will be useful in other areas of academic writing and in our next unit.</li> </ul> <p>Plans:</p> <ul style="list-style-type: none"> <li>● Read, comprehend, and analyze literary elements in fiction.</li> </ul>	



- Recognize and identify schools of literary criticism.
- Analyze literature utilizing a variety of critical approaches.
- Process writing.
- Collaboratively draft a thesis statement with 2 supporting quotes from the text that addresses a specific question / critical approach.

***PROGRESS MONITORING***

Assessments; teacher observation; student input

Addressed by Planned Differentiation and Interventions listed below

Graded assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, etc. Addressed by Planned Differentiation and Interventions listed below

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

**Gifted & Talented:**

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

**Tier I:**

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshoping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

**Tier II:**

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

**Tier III:**

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

**ELL:**

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

**504s:** accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.

- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

**SPED:** accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic

Unit 4: English Grade 12 / Honors English 4		
Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & Skills
<ul style="list-style-type: none"> <li>• NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>• NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</li> <li>• NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</li> <li>• NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</li> <li>• NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</li> <li>• SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</li> <li>• L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</li> </ul>	<ul style="list-style-type: none"> <li>• NJSLS. SS 6.2.12.A.6.b. Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</li> <li>• NJSLSA.Social Science. WH.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating</li> <li>• NJSLSA. Social Science. WH.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• NJSLSA. Social Science. 6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.</li> </ul>	<ul style="list-style-type: none"> <li>• texts exist in relation to cultural context                         <ul style="list-style-type: none"> <li>• skills used in literary analysis are applicable to other texts and other forms of communication</li> <li>• skills used in effective communication are applicable to real-world experiences</li> <li>• Clarity and precision of language contribute to effective communication</li> <li>• Textual themes can be personal, political, or both.</li> <li>• Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics</li> </ul> </li> </ul>

Unit 4: English Grade 12 / Honors English 4

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p><i>Overarching theme for the course: “Finding one’s self in ‘The Other.’”</i></p> <p><i>Overarching Question for the course: “How do you shape the world?”</i></p> <p><i>Guiding Song: “Revolution” by the Beatles</i></p> <p><i>Guiding Question: “How can we make the world a better place?”</i></p>	<ul style="list-style-type: none"> <li>• Topical Non-Fiction</li> <li>• Novel(s) by non-American authors, relevant to students’ selection of community projects or research</li> <li>• Topical media, including podcasts, TED talks, documentaries, etc.</li> <li>• Dante’s <i>Inferno</i> as example of epic, layered text, and morality text</li> <li>• <i>No Exit</i></li> <li>• Poetry</li> </ul>

<p>This unit will likely cover the fourth marking period.</p> <p>The performance-based task in this unit allows for differentiation and promotes students’ sense of ownership in regard to their own academic growth. Students will see themselves as part of a greater whole, a member of a local and a global community.</p>	<ul style="list-style-type: none"> <li>• Other topical non-print texts</li> </ul>
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**UNDERSTANDINGS**

<p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• texts exist in relation to cultural context</li> <li>• skills used in literary analysis are applicable to other texts and other forms of communication</li> <li>• skills used in effective communication are applicable to real-world experiences</li> <li>• Clarity and precision of language contribute to effective communication</li> <li>• Textual themes can be personal, political, or both.</li> <li>• Language is most effective when it adheres to a set of standards, ie. grammar, syntax, usage, and mechanics</li> </ul>	
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Students will know...	Students will be able to...
<ul style="list-style-type: none"> <li>• New vocabulary</li> <li>• Texts are influenced by outside culture and can influence outside culture</li> <li>• Aristotlean persuasive strategies (Eros, Pathos, Logos)</li> </ul>	<ul style="list-style-type: none"> <li>• persuade audiences in written and verbal communications</li> <li>• inform audiences using clear, precise language</li> </ul>

**Stage 2 – Assessment Evidence**

<p>Performance Tasks:</p> <p>Non-written presentation of information or community-based project learning</p>	<ul style="list-style-type: none"> <li>• Group &amp;/or independent research</li> <li>• Interviewing</li> <li>• Creative presentations</li> </ul> <p>Alternate Assessments: Planned Differentiation and Interventions may include alternate assessments such as visual storytelling, independent research, blogging, collaborative writing projects,etc.</p>
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**Stage 3 – Learning Plan**

## •Notes:

- Assessment criteria will be determined by the nature of the projects completed. “Big ideas” and essential questions are explored independently and collaboratively.

## Explanation:

- Students have the opportunity in this unit to address issues about which they are passionate or have independent curiosity. Although class activities throughout this course are student-centered, this unit’s learning plan is driven by the needs and interests of the students.

## Plans:

- Research and communication technologies will be used as needed.
- Plans may include “Passion project” or service-learning projects, either collaborative or group.
- Demonstrate understanding of plot, setting, character, theme, language in Gardner’s *Grendel* or Sartre’s *No Exit* or another text
- Recognize / evaluate major philosophies of 20th century
- Analyze texts for philosophical underpinnings.
- Employ persuasive techniques to adopt philosophical beliefs

**PROGRESS MONITORING**

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