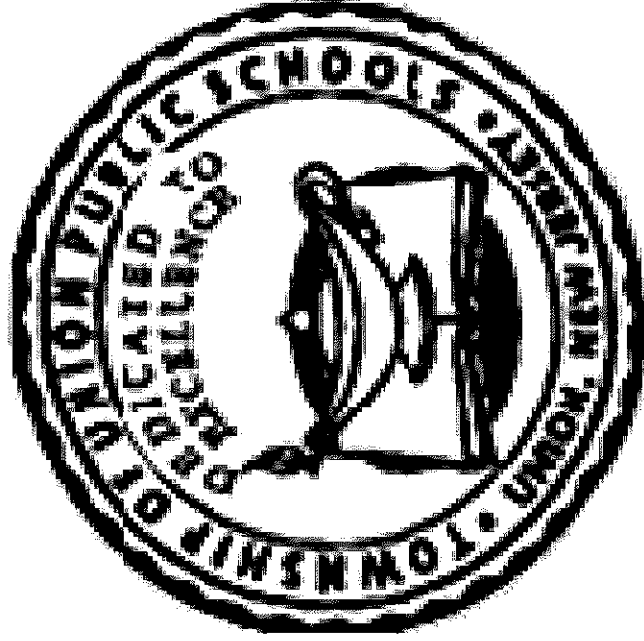


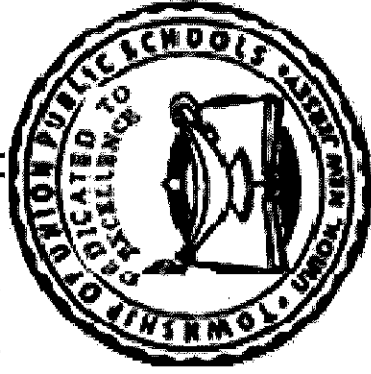
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TOWNSHIP OF UNION PUBLIC SCHOOLS



English  
Senior English Foundations: EN475  
**Curriculum Guide 2015**

Curriculum Guide Approved June 2015



## **Board Members**

**David Arminio, President**

**Vito Nufrio, Vice President**

**Guy Francis**

**Richard Galante**

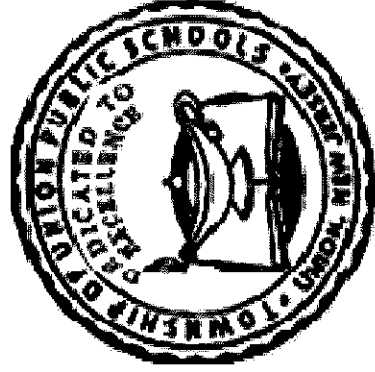
**Lois Jackson**

**Thomas Layden**

**Ronald McDowell**

Angel Salcedo

Nancy Zuena



**TOWNSHIP OF UNION PUBLIC SCHOOLS**

**Administration**

District Superintendent .....Mr. Gregory Tatum

Assistant Superintendent .....Dr. Noreen Lishak

Director of Student Information/Technology .....Ms. Ann M. Hart

Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5.....	Mr. Robert Ghiretti
Mathematics/Science 3-5.....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts 6-12 .....	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
Social Studies/Business 6-12.....	Ms. Libby Galante
World Language/ESL/Career Education/G&T/Technology.....	Ms. Yvonne Lorenzo
Art/Music .....	Mr. Ronald Rago

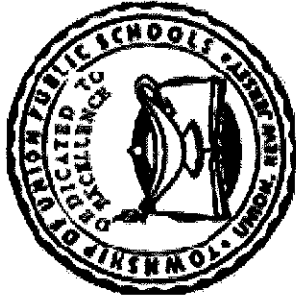
**Curriculum Committee  
Jaclyn Scotto**

## **District Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or, when necessary, removed, in order for the district to maintain the appropriate educational setting.

## **District Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is the formulation of a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.



## Statement of District Goals

- ❖ Develop reading, writing, speaking, listening, and mathematical skills.
- ❖ Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- ❖ Acquire and use the skills and habits involved in critical and constructive thinking.
- ❖ Develop a code of behavior based on moral and ethical principles.
- ❖ To be able to work with others cooperatively.
- ❖ Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- ❖ Acquire a knowledge and understanding of the physical and biological sciences.
- ❖ Efficient and effective participation in economic life and the development of skills to enter a specific field of work.
- ❖ Appreciate and understand literature, art, music, and other cultural activities.
- ❖ Develop an understanding of the historical and cultural heritage.
- ❖ Develop a concern for the proper use and/or preservation of natural resources.
- ❖ Develop basic skills in sports and other forms of recreation.

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

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## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principles.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**

## **Course Description**

Foundations classes are offered in addition to students' regular English course. The English Foundations course accommodates the tutorial needs of students who fail to meet state requirements in reading and / or writing on state assessments. Students in this course will receive enhanced instruction in grammar, content reading, reasoning skills, vocabulary, reading comprehension strategies, and expository writing skills in order to meet grade level standards. The course will enable students to become skilled readers and to write adequate prose, composing in a variety of subjects, purposes, and forms.

## Recommended Textbooks

### Novels: *Schooled, The Upstairs Room, The First Part Last, Of Mice and Men*

#### Course Proficiencies

Students will be able to...  
FULL YEAR

1. demonstrate an independent and responsible attitude towards completing classroom and home assignments by handing in all collected assignments consistently and on-time
2. choose appropriate and effective note taking skills and study methods in preparation for assessments
3. demonstrate knowledge of different essay styles (ex: controversial, cause/effect, expository, literary reaction, persuasive, etc.) by writing independently
4. proofread, edit, revise, and rewrite written work in an attempt to improve writing skills
5. write sentences and paragraphs that utilize proper grammar, usage, and mechanics

#### MP 1

1. read independently and out loud grade-appropriate material
2. identify literary elements including dynamic character, static character, suspense, irony, symbolism
3. identify parts of a plot, including setting, exposition, rising action, climax, falling action, resolution
4. decode new words using structural and context analysis
5. write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea
6. clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources

**MP 2**

1. read independently and out loud grade-appropriate material
2. identify literary elements including flashback and foreshadowing
3. identify parts of a plot, including setting, exposition, rising action, climax, falling action, resolution
4. decode new words using structural and context analysis
5. write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea
6. clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources
7. analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.
8. analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior

**MP 3**

1. read independently and out loud grade-appropriate material
2. identify literary elements including theme, characterization, inferences
3. identify parts of a plot, including setting, exposition, rising action, climax, falling action, resolution
4. decode new words using structural and context analysis
5. write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea
6. clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources
7. analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.
8. analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior

#### **MP 4**

1. read independently and out loud grade-appropriate material
2. identify literary elements including external and internal conflict
3. identify parts of a plot, including setting, exposition, rising action, climax, falling action, resolution
4. decode new words using structural and context analysis
5. write multi-paragraph, complex pieces across the curriculum using a variety of strategies to develop a central idea
6. clarify pronunciation, meanings, alternate word choice, parts of speech, and etymology of words using the dictionary, thesaurus, glossary, and technology resources
7. analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict.
8. analyze moral dilemmas in works of literature, as revealed by characters' motivation and behavior

## **Curriculum Units**

**Unit 1:** Edgar Allen Poe

**Unit 2:** *The First Part Last*

**Unit 3:** *Schooled*

**Unit 4:** *The Upstairs Room*

**Unit 5:** *Of Mice and Men*

**Unit 1: Edgar Allen Poe**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	A, H	RL.12.1
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	A, H	RL.12.2
3.	Provide an objective summary of the text.	A, H	RL.12.2
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	A, H	RL.12.3
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	A, H	RL.12.4
6.	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	A, H	RL.12.4
7.	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.	A, H	RL.12.5

8.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	A	RL.12.6
9.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	A, J	RL.12.7
10.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	A	RL.12.9
11.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F	W.12.1
12.	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.	F	W.12.1a
13.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	W.12.1d
14.	Provide a concluding statement or section that follows from and supports the argument presented.	F	W.12.1e
15.	Write informative/explanatory texts to examine and convey	F	W.12.2



	complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.		
<b>16.</b>	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	F	<b>W.12.2a</b>
<b>17.</b>	When writing narratives, 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).	F	<b>W.12.3c.</b>
<b>18.</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	F	<b>W.12.3d.</b>
<b>19.</b>	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	F	<b>W.12.3d.</b>
<b>20.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	F	<b>W.12.4</b>
<b>21.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	F	<b>W.12.5</b>
<b>22.</b>	Use technology, including the Internet, to produce, publish, and	F, J	<b>W.12.6</b>

	update individual or shared writing products in response to ongoing feedback.			
<b>23.</b>	Draw evidence from literary texts to support analysis, reflection, and research.	A		<b>W.12.9</b>
<b>24.</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.	A, F		<b>W.12.10</b>
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	A, G		<b>SL.12.1</b>
<b>26.</b>	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.	A, G, J		<b>SL.12.1a.</b>
<b>27.</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	A, G, J		<b>SL.12.1b.</b>
<b>28.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence.	A, G, J		<b>SL.12.1c.</b>
<b>29.</b>	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions.	A, G, J		<b>SL.12.1c.</b>

<b>30.</b>	Promote divergent and creative perspectives when speaking.	G	SL.12.1c.
<b>31.</b>	Resolve contradictions when possible when speaking.	G	SL.12.1d.
<b>32.</b>	Determine what additional information or research is required to deepen the investigation or complete the task.	G, J	SL.12.1d.
<b>33.</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	G, J	SL.12.4
<b>34.</b>	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.	J	SL.12.5
<b>35.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	G, J	SL.12.6
<b>36.</b>	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	F, I	L.12.1a.
<b>37.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	F, G	L.12.1b.
<b>38.</b>	Demonstrate command of the conventions of standard English	F	L.12.2

	capitalization and punctuation			
39.	Demonstrate command of the conventions of standard English and spell correctly when writing.	F		L.12.2b.
40.	Apply an understanding of syntax to the study of complex texts when reading.	F		L.12.3a.
41.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases	A, I		L.12.4a.b.
42.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; consult general and specialized reference materials	A, I		L.12.4c.
43.	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)	A, I		L.12.4d.
44.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	A		L.12.5
45.	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.	A, F		L.12.6
46.	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	A, I		L.12.6

Unit 2: The First Part Last

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	B, H	<b>RL.12.1</b>
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	B, H	<b>RL.12.2</b>
3.	Provide an objective summary of the text.	B, H	<b>RL.12.2</b>
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	B, H	<b>RL.12.3</b>
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	B, H	<b>RL.12.4</b>
6.	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. (Include Shakespeare as well as other authors.)	B, H	<b>RL.12.4</b>
7.	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	B, H	<b>RL.12.5</b>

	aesthetic impact.			
<b>8.</b>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	B		<b>RL.12.6</b>
<b>9.</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	B, J		<b>RL.12.7</b>
<b>10.</b>	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	B		<b>RL.12.9</b>
<b>11.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F		<b>W.12.1</b>

12.	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.	F	<b>W.12.1a</b>
13.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	<b>W.12.1d</b>
14.	Provide a concluding statement or section that follows from and supports the argument presented.	F	<b>W.12.1e</b>
15.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	F	<b>W.12.2</b>
16.	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	F	<b>W.12.2a</b>
17.	When writing narratives, 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	F	<b>W.12.3c.</b>

	sense of mystery, suspense, growth, or resolution).			
18.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	F		<b>W.12.3d.</b>
19.	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	F		<b>W.12.3d.</b>
20.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	F		<b>W.12.4</b>
21.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	F		<b>W.12.5</b>
22.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.	F, J		<b>W.12.6</b>
23.	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply grade 12 <i>Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,	B		<b>W.12.9a.</b>



	including how two or more texts from the same period treat similar themes or topics”).		
<b>24.</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.	B, F	<b>W.12.10</b>
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	B, G	<b>SL.12.1</b>
<b>26.</b>	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, G, J	<b>SL.12.1a.</b>
<b>27.</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	B, G, J	<b>SL.12.1b.</b>
<b>28.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence.	B, G, J	<b>SL.12.1c.</b>
<b>29.</b>	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify,	B, G, J	<b>SL.12.1c.</b>

	verify, or challenge ideas and conclusions.		
<b>30.</b>	Promote divergent and creative perspectives when speaking.	G	<b>SL.12.1c.</b>
<b>31.</b>	Resolve contradictions when possible when speaking.	G	<b>SL.12.1d.</b>
<b>32.</b>	Determine what additional information or research is required to deepen the investigation or complete the task.	G, J	<b>SL.12.1d.</b>
<b>33.</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	G, J	<b>SL.12.4</b>
<b>34.</b>	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.	J	<b>SL.12.5</b>
<b>35.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	G, J	<b>SL.12.6</b>
<b>36.</b>	Apply the understanding that usage is a matter of convention,	F, I	<b>L.12.1a.</b>

	can change over time, and is sometimes contested.		
<b>37.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Gamer's Modern American Usage</i> ) as needed.	F, G	L.12.1b.
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization and punctuation; observe hyphenation conventions.	F	L.12.2a.
<b>39.</b>	Demonstrate command of the conventions of standard English and spell correctly when writing.	F	L.12.2b.
<b>40.</b>	Apply an understanding of syntax to the study of complex texts when reading.	F	L.12.3a.
<b>41.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	B, I	L.12.4a.b.
<b>42.</b>	Determine or clarify the meaning of unknown and multiple-	B, I	L.12.4c.

	meaning words and phrases based on grade 12 reading and content, choosing flexibly from a range of strategies; 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.		
<b>43.</b>	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)	B, I	L.12.4d.
<b>44.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	B	L.12.5
<b>45.</b>	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, F	L.12.6
<b>46.</b>	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	B, I	L.12.6

Unit 3: Schooled

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	C, H	<u>RL.12.1</u>
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	C, H	<u>RL.12.2</u>
3.	Provide an objective summary of the text.	C, H	<u>RL.12.2</u>
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	C, H	<u>RL.12.3</u>
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	C, H	<u>RL.12.4</u>
6.	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. (Include Shakespeare as well as other authors.)	C, H	<u>RL.12.4</u>
7.	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	C, H	<u>RL.12.5</u>

	aesthetic impact.			
<b>8.</b>	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	C		<b>RL.12.6</b>
<b>9.</b>	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	C, J		<b>RL.12.7</b>
<b>10.</b>	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	C		<b>RL.12.9</b>
<b>11.</b>	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F		<b>W.12.1</b>

12.	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.	F	<b>W.12.1a</b>
13.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	<b>W.12.1d</b>
14.	Provide a concluding statement or section that follows from and supports the argument presented.	F	<b>W.12.1e</b>
15.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	F	<b>W.12.2</b>
16.	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	F	<b>W.12.2a</b>
17.	When writing narratives, 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	F	<b>W.12.3c.</b>

	sense of mystery, suspense, growth, or resolution).			
<b>18.</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	F		<b>W.12.3d.</b>
<b>19.</b>	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	F		<b>W.12.3d.</b>
<b>20.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	F		<b>W.12.4</b>
<b>21.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	F		<b>W.12.5</b>
<b>22.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.	F, J		<b>W.12.6</b>
<b>23.</b>	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply grade 12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,	C		<b>W.12.9a.</b>



	including how two or more texts from the same period treat similar themes or topics”).			
<b>24.</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.	C, F	<b>W.12.10</b>	
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	C, G	<b>SL.12.1</b>	
<b>26.</b>	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.	C, G, J	<b>SL.12.1a.</b>	
<b>27.</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	C, G, J	<b>SL.12.1b.</b>	
<b>28.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence.	C, G, J	<b>SL.12.1c.</b>	
<b>29.</b>	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify,	C, G, J	<b>SL.12.1c.</b>	

	verify, or challenge ideas and conclusions.			
<b>30.</b>	Promote divergent and creative perspectives when speaking.	G		<b>SL.12.1c.</b>
<b>31.</b>	Resolve contradictions when possible when speaking.	G		<b>SL.12.1d.</b>
<b>32.</b>	Determine what additional information or research is required to deepen the investigation or complete the task.	G, J		<b>SL.12.1d.</b>
<b>33.</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	G, J		<b>SL.12.4</b>
<b>34.</b>	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.	J		<b>SL.12.5</b>
<b>35.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	G, J		<b>SL.12.6</b>
<b>36.</b>	Apply the understanding that usage is a matter of convention,	F, I		<b>L.12.1a.</b>

	can change over time, and is sometimes contested.			
<b>37.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	F, G		<b>L.12.1b.</b>
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization and punctuation; observe hyphenation conventions.	F		<b>L.12.2a.</b>
<b>39.</b>	Demonstrate command of the conventions of standard English and spell correctly when writing.	F		<b>L.12.2b.</b>
<b>40.</b>	Apply an understanding of syntax to the study of complex texts when reading.	F		<b>L.12.3a.</b>
<b>41.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	C, I		<b>L.12.4a.b.</b>
<b>42.</b>	Determine or clarify the meaning of unknown and multiple-	C, I		<b>L.12.4c.</b>

	meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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.		
<b>43.</b>	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)	C, I	L.12.4d.
<b>44.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	C	L.12.5
<b>45.</b>	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.	C, F	L.12.6
<b>46.</b>	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	C, I	L.12.6

### Unit 4: The Upstairs Room

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	D, H	<b>RL.12.1</b>
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	D, H	<b>RL.12.2</b>
3.	Provide an objective summary of the text.	D, H	<b>RL.12.2</b>
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	D, H	<b>RL.12.3</b>
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	D, H	<b>RL.12.4</b>
6.	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. (Include Shakespeare as well as other authors.)	D, H	<b>RL.12.4</b>
7.	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	D, H	<b>RL.12.5</b>

	aesthetic impact.			
8.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	D		<b>RL.12.6</b>
9.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	D, J		<b>RL.12.7</b>
10.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	D		<b>RL.12.9</b>
11.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F		<b>W.12.1</b>

12.	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.	F	<b>W.12.1a</b>
13.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	<b>W.12.1d</b>
14.	Provide a concluding statement or section that follows from and supports the argument presented.	F	<b>W.12.1e</b>
15.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	F	<b>W.12.2</b>
16.	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	F	<b>W.12.2a</b>
17.	When writing narratives, 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	F	<b>W.12.3c.</b>

	sense of mystery, suspense, growth, or resolution).			
18.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	F		<b>W.12.3d.</b>
19.	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	F		<b>W.12.3d.</b>
20.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	F		<b>W.12.4</b>
21.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	F		<b>W.12.5</b>
22.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.	F, J		<b>W.12.6</b>
23.	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply grade 12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,	D		<b>W.12.9a.</b>



	including how two or more texts from the same period treat similar themes or topics”).		
<b>24.</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.	D, F	<b>W.12.10</b>
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	D, G	<b>SL.12.1</b>
<b>26.</b>	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.	D, G, J	<b>SL.12.1a.</b>
<b>27.</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	D, G, J	<b>SL.12.1b.</b>
<b>28.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence.	D, G, J	<b>SL.12.1c.</b>
<b>29.</b>	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify,	D, G, J	<b>SL.12.1c.</b>

	verify, or challenge ideas and conclusions.			
<b>30.</b>	Promote divergent and creative perspectives when speaking.	G		<b>SL.12.1c.</b>
<b>31.</b>	Resolve contradictions when possible when speaking.	G		<b>SL.12.1d.</b>
<b>32.</b>	Determine what additional information or research is required to deepen the investigation or complete the task.	G, J		<b>SL.12.1d.</b>
<b>33.</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	G, J		<b>SL.12.4</b>
<b>34.</b>	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.	J		<b>SL.12.5</b>
<b>35.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	G, J		<b>SL.12.6</b>
<b>36.</b>	Apply the understanding that usage is a matter of convention,	F, I		<b>L.12.1a.</b>

	can change over time, and is sometimes contested.			
<b>37.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	F, G		<b>L.12.1b.</b>
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization and punctuation; observe hyphenation conventions.	F		<b>L.12.2a.</b>
<b>39.</b>	Demonstrate command of the conventions of standard English and spell correctly when writing.	F		<b>L.12.2b.</b>
<b>40.</b>	Apply an understanding of syntax to the study of complex texts when reading.	F		<b>L.12.3a.</b>
<b>41.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	D, I		<b>L.12.4a.b.</b>
<b>42.</b>	Determine or clarify the meaning of unknown and multiple-	D, I		<b>L.12.4c.</b>

	meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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.		
<b>43.</b>	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)	<i>D, I</i>	<b>L.12.4d.</b>
<b>44.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	<i>D</i>	<b>L.12.5</b>
<b>45.</b>	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.	<i>D, F</i>	<b>L.12.6</b>
<b>46.</b>	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<i>D, I</i>	<b>L.12.6</b>

**Unit 5: Of Mice and Men**

#	STUDENT LEARNING OBJECTIVES		CORRESPONDING CCSS
1.	Draw inferences from the text, including determining where the text leaves matters uncertain.	E, H	<b>RL.12.1</b>
2.	Determine how themes or central ideas interact and build on one another to produce a complex account.	E, H	<b>RL.12.2</b>
3.	Provide an objective summary of the text.	E, H	<b>RL.12.2</b>
4.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	E, H	<b>RL.12.3</b>
5.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.	E, H	<b>RL.12.4</b>
6.	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. (Include Shakespeare as well as other authors.)	E, H	<b>RL.12.4</b>
7.	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.	E, H	<b>RL.12.5</b>

8.	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	E	RL.12.6
9.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text	E, J	RL.12.7
10.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	E	RL.12.9
11.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	F	W.12.1

12.	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.	F	<b>W.12.1a</b>
13.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	F	<b>W.12.1d</b>
14.	Provide a concluding statement or section that follows from and supports the argument presented.	F	<b>W.12.1e</b>
15.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	F	<b>W.12.2</b>
16.	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	F	<b>W.12.2a</b>
17.	When writing narratives, 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	F	<b>W.12.3c.</b>

	sense of mystery, suspense, growth, or resolution).			
<b>18.</b>	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters when writing narratives.	F		<b>W.12.3d.</b>
<b>19.</b>	Write narratives to develop real or imagined experiences or events using effective well-chosen details; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	F		<b>W.12.3d.</b>
<b>20.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	F		<b>W.12.4</b>
<b>21.</b>	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	F		<b>W.12.5</b>
<b>22.</b>	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback.	F, J		<b>W.12.6</b>
<b>23.</b>	Draw evidence from literary texts to support analysis, reflection, and research. a. Apply grade 12 <i>Reading standards</i> to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature,	E		<b>W.12.9a.</b>



	including how two or more texts from the same period treat similar themes or topics”).		
<b>24.</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.	E, F	<b>W.12.10</b>
<b>25.</b>	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	E, G	<b>SL.12.1</b>
<b>26.</b>	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.	E, G, J	<b>SL.12.1a.</b>
<b>27.</b>	Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.	E, G, J	<b>SL.12.1b.</b>
<b>28.</b>	Propel conversations by posing and responding to questions that probe reasoning and evidence.	E, G, J	<b>SL.12.1c.</b>
<b>29.</b>	When taking part in collaborative conversations, ensure a hearing for a full range of positions on a topic or issue; clarify,	E, G, J	<b>SL.12.1c.</b>

	verify, or challenge ideas and conclusions.		
<b>30.</b>	Promote divergent and creative perspectives when speaking.	G	<b>SL.12.1c.</b>
<b>31.</b>	Resolve contradictions when possible when speaking.	G	<b>SL.12.1d.</b>
<b>32.</b>	Determine what additional information or research is required to deepen the investigation or complete the task.	G, J	<b>SL.12.1d.</b>
<b>33.</b>	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	G, J	<b>SL.12.4</b>
<b>34.</b>	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.	J	<b>SL.12.5</b>
<b>35.</b>	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	G, J	<b>SL.12.6</b>
<b>36.</b>	Apply the understanding that usage is a matter of convention,	F, I	<b>L.12.1a.</b>

	can change over time, and is sometimes contested.			
<b>37.</b>	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i> ) as needed.	F, G		L.12.1b.
<b>38.</b>	Demonstrate command of the conventions of standard English capitalization and punctuation; observe hyphenation conventions.	F		L.12.2a.
<b>39.</b>	Demonstrate command of the conventions of standard English and spell correctly when writing.	F		L.12.2b.
<b>40.</b>	Apply an understanding of syntax to the study of complex texts when reading.	F		L.12.3a.
<b>41.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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; identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	E, I		L.12.4a.b.
<b>42.</b>	Determine or clarify the meaning of unknown and multiple-	E, I		L.12.4c.

	meaning words and phrases based on grade 12 <i>reading and content</i> , choosing flexibly from a range of strategies; 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.		
<b>43.</b>	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)	E, I	L.12.4d.
<b>44.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E	L.12.5
<b>45.</b>	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.	E, F	L.12.6
<b>46.</b>	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	E, I	L.12.6

Objectives achieved through reading and analysis of the following texts and assessments:

<b>A. Short Stories by Edgar Allen Poe</b>	<b>H. Book reports</b>
<b>B. <i>The First Part Last</i></b>	<b>I. Vocabulary</b>
<b>C. <i>Schooled</i></b>	<b>J. Presentations</b>
<b>D. <i>The Upstairs Room</i></b>	
<b>E. <i>Of Mice and Men</i></b>	
<b>F. Writing prompts/essays</b>	
<b>G. Small and large group speaking and discussions</b>	

**New Jersey Core Curriculum Content Standards Language Arts**

**Standard 6.RL.1-10 (Reading Literature)**

**Standard 6.RIT.1-10 (Reading Informational Text)**

**Standard 6.W.1-10 (Writing)**

**Standard 6.SL.1-6 (Speaking & Listening)**

**Standard 6.L.1-6 (Language)**

New Jersey Scoring Rubric

**New Jersey Registered Holistic Scoring Rubric**

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
<b><u>Content and Organization</u></b>	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus Sense of unity and coherence Key ideas developed	Single, distinct focus Unified and coherent Well-developed
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent Attempts compositional risks	Logical progression of ideas Fluent, cohesive Compositional risks successful
<b><u>Usage</u></b>	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Details effective, vivid, explicit, and/ or pertinent
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors

<u>Sentence Construction</u>	Assortment of incomplete and/ or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors
<b>Non-Scorable Responses</b>	<b>NR</b>	No Response				
	<b>OT</b>	Off Topic/Off Task				
	<b>NE</b>	Not English				
	<b>WF</b>	Wrong Format				
<b>Content/ Organization</b>	<ul style="list-style-type: none"> <li>• Communicates intended message to intended audience</li> <li>• Relates to topic</li> <li>• Opening and closing</li> <li>• Focused</li> <li>• Logical progression of ideas</li> <li>• Transitions</li> <li>• Appropriate details and information</li> </ul>					
	<b>Usage</b>					
<ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject-verb agreement</li> <li>• Pronouns usage/ agreement</li> <li>• Word choice/ meaning</li> <li>• Proper Modifiers</li> </ul>						
<b>Sentence Construction</b>						
<ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>						
<b>Mechanics</b>						
<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>						



## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.