

Hillsborough Township Public Schools
Grade 12
English IV

Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standard (NJSLSA)	Progress Indicator	Learning Targets	Assessments *required	Interdisciplinary Connections	21 st Century Connections
Unit 1: Beyond the 5 Paragraph Essay / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Why does author's word choice matter? What makes a story a "great" story?</p> <p>What do good writers do? What's my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p>	<p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI6: Assess how point of view or purpose</p>	<p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Define central idea. Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Define and identify various forms of figurative language. Distinguish between literal language and figurative language. Recognize words that have technical meaning and understand their purpose in a specific text. Analyze how a key term or terms are used and refined over the course of a text.</p> <p>Define point of view as how the author feels about the situation /topic of a text. Determine an author's point of view and explain his/her purpose for writing the text.</p>	<p>Common Assessments: <i>CA 1</i> Definition Essay*</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Writing conferences ● Annotated bibliography ● Peer revision and editing ● Outlines ● Graphic organizers ● Collaborative group work ● Class/ group discussion ● Close readings/ annotations ● SCRs ● Grammar checks ● Vocabulary checks ● Analysis of a variety of essays ● Textual 	<p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6 Demonstrate creativity and innovation.</p>

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<p>Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p> <p>Why write? What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation “great”?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p>	<p>shapes the content and style of a text.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>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.</p> <p>W4: Produce clear and coherent writing</p>	<p>RI.11-12.10 By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion,</p>	<p>Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose. Analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Recognize when the text is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts. Choose a topic and identify and select the most significant and relevant information to develop and share with my audience. Determine the structure that will organize complex ideas so that each new element builds on what precedes it. Analyze the information, identify domain-specific vocabulary for a topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using the appropriate structure.</p> <p>Identify the writing style that best fits my task, purpose, and audience. Use organizational/formatting structures to develop my writing ideas.</p>	<p>Annotation</p> <ul style="list-style-type: none"> • Close reading of a variety of essays • Analysis of a variety of essays • Discussion of texts in small and large group settings • Outline of essay • Formal and informal journal writing • Guided reading questions • Essay Drafting • Defining abstract concepts (e.g., courage, loyalty) • Writing \thesis statements–Open/ Closed 		
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<p>“What I say” versus “how I say it.”, does it really matter?</p> <p>Why do rules of language matter? Communicating clearly: What does it take?</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language</p>	<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source,</p>	<p>and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.F: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4: Produce clear and coherent writing in which the development,</p>	<p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Define research and distinguish how research differs from other types of writing. Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. Choose several sources. Determine if I need to narrow or broaden my inquiry based on the information gathered. Create a research paper/project to demonstrate understanding of the subject under investigation.</p> <p>Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written. Assess the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding over reliance on any one source. Use advanced searches with multiple and authoritative print and /or digital sources effectively to gather information needed to support my research. Define plagiarism. Avoid plagiarism.</p>				
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		<p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of</p>	<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA</p>	<p>Determine when to research data and facts must be quoted and integrate the information into my text to maintain the flow of ideas.</p> <p>Follow a standard format for citation to create a bibliography that can be paraphrased or quoted.</p> <p>Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>			
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		<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL4: Present information, findings, and supporting</p>	<p>Style Manuals).</p> <p>W.11-12.9.B: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on</p>	<p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p> <p>Define viewpoint of the speaker about the situation/topic being presented. Determine a speaker's viewpoint and explain his/her reasoning. Define rhetoric. Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose. Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective. Present information in a sequence that allows the listener to follow my line of reasoning.</p>			
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		<p>evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English</p>	<p>the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<p>Address alternative or opposing perspectives in my presentation. Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of 11-12 language standards.</p> <p>Determine when to capitalize words.</p> <p>Apply common hyphenation conventions.</p> <p>Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p>			
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			<p>when indicated or appropriate.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>SL.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.2.A: Observe hyphenation conventions.</p> <p>L.11-12.2.B: Spell correctly.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a</p>	<p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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			<p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with</p>				
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				similar denotations.				
Unit 2: The Art of Argument / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author’s choice: Why does it matter? What makes a great story?</p> <p>What do good writers do? Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p>	<p>RI1: 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.</p> <p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI3: Analyze how and why</p>	<p>RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative,</p>	<p>Define and explain textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text.</p> <p>Determine how a complex set of ideas develops within a text. Analyze how specific elements of the text interact to develop a complex set of ideas.</p> <p>Define and identify various forms of figurative language. Analyze and explain the impact of the use of various forms of</p>	<p>Common Assessment: CA 2 Textual Annotation</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> • Close reading of a variety of essays • Analysis of a variety of essays • Peer revision and editing • Discussion of texts in small and large group settings • Outline of essay/ graphic organizers • Guided reading questions • Essay Drafting • Developing claims • Textual annotations 	<p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

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<p>Paste:” What’s the problem?</p> <p>Why write? What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter? Communicating clearly: What does it take?</p> <p>When a word does not make sense, what can I do? How do I use what I know to</p>	<p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of</p>	<p>individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI5: 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</p>	<p>connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>RI.11-12.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>RI.11-12.10: By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1.A: Introduce precise,</p>	<p>figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze and explain when the difference between denotative and connotative meanings adds depth or meaning to the text. Recognize and understand the purpose of words that have technical meanings in a specific text. Analyze how key terms are used and refined over the course of a text.</p> <p>Determine how an author chose to structure his/her exposition or argument. Analyze the structure of an author’s exposition or argument and evaluate whether the structure is effective. Determine if an author’s structure is effective in making his/her points clear, convincing, and engaging. Evaluate how an author’s choice of structure impacts his/her audience.</p> <p>Determine the author’s point of view or purpose for writing the text. Define rhetoric. Identify when an author uses</p>	<ul style="list-style-type: none"> ● Web research and evaluation ● Collaborative learning groups ● Classical Argument Essay* ● Journal Writing ● Tests and quizzes ● Grammar checks ● Vocabulary checks ● Collaborative group work ● Socratic seminars / discussions ● Annotated bibliography 			
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	<p>figure out what I do not know?</p>	<p>sharing and evaluating ideas.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>to each other and the whole.</p> <p>RI6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B: Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C: Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>rhetoric and analyze how the rhetoric strengthens his/her purpose.</p> <p>Analyze and explain how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Recognize when the text I am reading is too easy or too difficult for me.</p> <p>Determine reading strategies that will help me comprehend difficult texts.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused debate in society.</p> <p>Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim.</p> <p>Identify alternate or opposing claims that counter my argument.</p> <p>Organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>Anticipate my audience’s knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both.</p> <p>Present an argument in a formal</p>			
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			<p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess</p>	<p>W.11-12.1.D: Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or</p>	<p>style and with an objective tone. Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. Provide a concluding statement/section that supports my argument.</p> <p>Identify the writing style that best fits the task, purpose, and audience.</p> <p>Use organizational/ formatting structures to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates an understanding of a specific writing style.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Focus research around a problem to be solved, a central question is provided, or a self-generated question.</p> <p>Choose several sources and synthesize information to answer a research inquiry.</p> <p>Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source.</p> <p>Assess the strengths and limitations of a source to</p>			
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			<p>the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9.B: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning</p>	<p>determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/ style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine</p>			
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			<p>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.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meani</p>	<p>[e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments</p>	<p>key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.</p> <p>Determine when to capitalize words. Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to</p>			
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			<p>ng words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>(e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL. 11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>L.11-12.2.A: Observe hyphenation conventions.</p> <p>L.11-12.2.B: Spell correctly.</p>	<p>assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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				<p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>				
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				L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.				
Unit 3: Evaluative Thinking / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a great story? What do good writers do?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p> <p>To gain keener insight into the integration of knowledge and ideas effective</p>	<p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI6: Assess how point of view or purpose shapes the content and style of a text.</p>	<p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>RI.11-12.6: Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p>	<p>Define central idea Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Determine how a complex set of ideas develops within a text. Analyze how specific elements of the text interact to develop a complex set of ideas.</p> <p>Determine the author's point of view or purpose for writing the text. Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her purpose. Analyze and explain how the</p>	<p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> • Evaluation Essay* • Close reading of a variety of essays • Analysis of a variety of essays • Peer revision and editing • Discussion of texts in small and large group settings • Outline of essay • Formal and Informal Journal Write • Guided reading questions • Tests and 	<p>6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>

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<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p> <p>What makes collaboration</p>	<p>readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety; of strategies to make sense of the ideas and details presented in text..</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question,</p>	<p>RI7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> <p>RI9: 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.</p> <p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10: By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish</p>	<p>author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>Identify multiple sources of information presented in different media or formats as well as in words to assist in addressing questions or solving a problem. Evaluate information gathered and determine its effectiveness to address a question or solve a problem. Integrate information gathered to answer a question or solve a problem.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance utilize rhetorical features.</p> <p>Recognize when the text I am reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts.</p>	<p>quizzes</p> <ul style="list-style-type: none"> ● Essay Drafting ● Practicing evaluation techniques ● Web research and evaluation ● Textual annotations ● Socratic seminars/ discussions ● Grammar checks ● Vocabulary checks ● Writing Conferences 		
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<p>meaningful? Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter? Communicating clearly: What does it take?</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	<p>demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure,</p>	<p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions,</p>	<p>the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B: Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1.D: Establish and maintain a style and tone appropriate</p>	<p>Analyze substantive topics or texts to determine an argument that causes or has caused debate in society. Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim. Identify alternate or opposing claims that counter my argument. Organize claims, counterclaims, reasons, and evidence into a logical sequence. Anticipate my audience’s knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both. Present an argument in a formal style and with an objective tone. Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax. Provide a concluding statement/section that supports my argument.</p> <p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with</p>				
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		<p>purpose and viewpoint allows an effective reader to gain insight and strengthen understanding</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources..</p>	<p>demonstrating understanding of the subject under investigation.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and</p>	<p>to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.E: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when</p>	<p>and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding</p>			
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		<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary</p>	<p>revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation,</p>	<p>appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p> <p>W.11-12.9.B: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning</p>	<p>over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to</p>			
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		<p>and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p>	<p>[e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments</p>	<p>promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p> <p>Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular</p>			
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			<p>materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>(e.g., students developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>L.11-12.2.A: Observe hyphenation conventions.</p> <p>L.11-12.2.B: Spell correctly.</p> <p>L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p>	<p>syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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				<p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p>				
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<p>Unit 4: Addressin g Issues / 4-6 Weeks</p>	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author’s choice: Why does it matter? What makes a “great” story?</p> <p>In what ways does creative choice impact audience Whose story is it, and why does it matter?</p> <p>What do good writers do? What’s my</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding.</p>	<p>RI1: 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.</p> <p>RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p> <p>RI.11-12.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	<p>Define and explain textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text.</p> <p>Determine how an author chose to structure his/her exposition or argument. Analyze the structure of an author’s exposition or argument and evaluate whether the structure is effective.</p>	<p>Common Assessments: <i>CA 3</i> Annotated Bibliography</p> <p><i>CA 4</i> Proposal Paper Thesis Statement</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Identifying Quotes/MLA format ● Outline of Essay ● Drafting ● Peer Review ● Tests and quizzes ● Class Discussion ● Writing--The sis statements / Closing ● Research tasks ● Textual annotations ● Web research and 	<p>8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.E.1 Produce a position statement</p>	<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense</p>

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<p>purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p> <p>Why write? What makes collaboration meaningful?</p>	<p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p>	<p>RI5: 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.</p> <p>RI7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI9: 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.</p>	<p>RI.11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>RI.11-12.9: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.</p> <p>RI.11-12.10: By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p> <p>W.11-12.1.A: Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish</p>	<p>Determine if an author’s structure is effective in making his/her points clear, convincing, and engaging. Evaluate how an author’s choice of structure impacts his/her audience.</p> <p>Identify multiple sources of information presented in different media or formats as well as in words to assist in addressing questions or solving a problem. Evaluate information gathered and determine its effectiveness to address a question or solve a problem. Integrate information gathered to answer a question or solve a problem.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance utilize rhetorical features.</p> <p>Recognize when the text I am reading is too easy or too difficult for me. Determine reading strategies that</p>	<p>evaluation</p> <ul style="list-style-type: none"> ● Collaborative learning groups ● Writing conferences ● Grammar checks ● Vocabulary checks 	<p>about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources</p>	<p>of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity</p>
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<p>Making meaning from a variety of sources: What will help?</p> <p>Why do rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>When a word does not make sense, what can I do?</p> <p>How do I use what I know to figure out what I do not know?</p>	<p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>RI10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <p>W.11-12.1.B: Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>W.11-12.1.C: Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>W.11-12.1.D: Establish and maintain a style and tone appropriate</p>	<p>will help me comprehend difficult texts.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused debate in society.</p> <p>Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim.</p> <p>Identify alternate or opposing claims that counter my argument.</p> <p>Organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>Anticipate my audience’s knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both.</p> <p>Present an argument in a formal style and with an objective tone.</p> <p>Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>Provide a concluding statement/section that supports my argument.</p> <p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more</p>			
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			<p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>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.</p> <p>W8: Gather relevant information from multiple print and digital sources, assess the credibility</p>	<p>to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.E: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new</p>	<p>than one draft. Apply revision strategies with and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Identify technology that will help produce, publish, and update individual or shared writing products. Determine the most efficient technology medium to complete the writing task. Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question.</p>			
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		<p>and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a</p>	<p>arguments or information.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose, and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p>			
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		<p>range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for</p>	<p>W.11-12.9.B: Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on</p>	<p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when</p>			
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		<p>meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL. 11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is</p>	<p>possible; and determine when additional information or research is required.</p> <p>Determine when to capitalize words. Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues.</p>			
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				<p>required to deepen the investigation or complete the task.</p> <p>L.11-12.2.A: Observe hyphenation conventions.</p> <p>L.11-12.2.B: Spell correctly.</p> <p>L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g.,</p>	<p>Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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				<p>dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p>				
<p>Unit 5: British Foundations / 4-6 Weeks</p>	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a story a</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and</p>	<p>RL1: 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</p>	<p>RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of</p>	<p>Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p>	<p>Common Assessment: CA 5 Sonnet Presentation</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> • Vocabulary Quizzes • Grammar quizzes • Reading Quizzes 	<p>6.2.12.D.2d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason.</p>

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<p>“great” story?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good readers do? “Cut and Paste:” What’s the problem?</p> <p>Why write? What do good writers do?</p> <p>What makes collaboration</p>	<p>viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a</p>	<p>support conclusions drawn from the text.</p> <p>RL2:Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,</p>	<p>a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.7: Analyze multiple</p>	<p>Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account. Define summary. Compose an objective summary stating the key points of the text.</p> <p>Identify elements of a story or drama. Analyze how elements of a story or drama are developed and/or interrelated. Analyze the impact of the author’s choices in presenting elements of a story or drama.</p> <p>Determine how an author chose to structure specific parts of a text. Analyze specific parts of the text and explain how the individual parts fit into the overall structure. Analyze how an author’s choice of structuring specific parts of a text affects the overall meaning. Analyze how an author’s choice of structuring specific parts of a text creates an aesthetic impact.</p> <p>Identify multiple interpretations of the same source of text. Analyze how authors interpret a</p>	<ul style="list-style-type: none"> ● Socratic Discussions ● Guided Notes ● In-class/Journal writing ● Essay drafting ● Web-research and evaluation ● Peer editing ● Collaborative learning groups ● Textual annotations ● Dramatic viewing and interpretations ● Close reading 			
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<p>meaningful? Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p> <p>Why do rules of language matter? Communicating clearly: What does it take?</p> <p>How does the situation affect meaning? How does author’s</p>	<p>variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the</p>	<p>chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>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.</p>	<p>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. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9.A: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works, including how two or more texts from the</p>	<p>source text. Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors/directors/producers.</p> <p>Define research and distinguish how research differs from other types of writing. Focus my research around a problem to be solved, a central question that is provided, or a self-generated question I have determined. Choose several sources. Determine if I need to narrow or broaden my inquiry based on the information gathered. Create a research paper/project to demonstrate understanding of the subject under investigation</p> <p>Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to strengthen my analysis, reflection, and /or research. Define textual evidence. Determine textual evidence that supports my analysis, reflection, and /or research. Compose written responses and include textual evidence to</p>				
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<p>choice impact an audience?</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p> <p>When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	<p>appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire,</p>	<p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas</p>	<p>same period treat similar themes or topics”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.2: Integrate multiple sources of information presented</p>	<p>strengthen my analysis, reflection, and /or research.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p> <p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p>				
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		<p>clarify, and appropriately use vocabulary.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>and expressing their own clearly and persuasively.</p> <p>SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development,</p>	<p>in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>Define viewpoint of the speaker about the situation/topic being presented.</p> <p>Determine a speaker's viewpoint and explain his/her reasoning. Define rhetoric.</p> <p>Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose.</p> <p>Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Address alternative or opposing perspectives in my presentation.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification,</p>			
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		<p>and style are appropriate to task, purpose, and audience.</p> <p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L2: Demonstrate command of the conventions of standard English capitalization,</p>	<p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1.A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<p>strengthening, and /or additional interest.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking. Determine speaking tasks that require a formal structure. Compose a formal speech that demonstrates a command of 11-12 language standards.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and</p>			
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		<p>punctuation, and spelling when writing.</p> <p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and</p>	<p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>consult references for guidance as needed.</p> <p>Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Define and identify forms of figurative language. Interpret figures of speech and analyze their role overall in the text. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p>			
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			specialized reference materials, as appropriate. L5: Demonstrate understanding of word relationships and nuances in word meanings.					
Unit 6: Romanticism / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a story a "great" story?</p> <p>In what ways does creative</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen</p>	<p>RL1: 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.</p>	<p>RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one</p>	<p>Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to</p>	<p>Common Assessment: CA 6 Romantic Assessment</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Narrative Writing* ● Analysis of a variety of texts ● Close reading of a variety of works ● Jigsaw project ● Guided 	<p>CRP1. Act as a responsible and contributing citizen and employee</p>	

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<p>choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good writers do? What's the purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good readers do? "Cut and Paste:" What's the problem?</p>	<p>understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through</p>	<p>RL2:Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>W3: Write narratives to develop real or imagined experiences or events using effective</p>	<p>another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p> <p>W.11-12.3.A: Engage and orient the reader by setting out a problem, situation, or observation and its</p>	<p>build on one another and produce a complex account. Define summary. Compose an objective summary stating the key points of the text.</p> <p>Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and explain how using language in a new way creates an engaging overall effect. Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of the text.</p> <p>Identify multiple interpretations of the same source text. Analyze how authors interpret a source text in different mediums. Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors.</p> <p>Define narrative and describe the basic parts of plot. Engage the reader by introducing</p>	<p>Notes</p> <ul style="list-style-type: none"> ● In-class write/ Journal entries ● Dramatic viewing and interpretation ● Textual annotations ● Vocabulary checks ● Grammar checks ● Collaborative group work ● Group discussion 			
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<p>Why write? What do good writers do?</p> <p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help? Why do rules of language matter? Communicating clearly: What does it take?</p> <p>When a word does not make sense, what can I do? How do I</p>	<p>revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>technique, well-chosen details, and well-structured event sequences.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W6: Use technology, including the Internet, to produce and</p>	<p>significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.11-12.3.B: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.C: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W.11-12.3.D: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.E: Provide a conclusion that follows from and reflects</p>	<p>one or more points of view, the narrator, characters, setting, and a problem, situation, or observation and its significance. Use narrative techniques to develop experiences, events, and/or characters. Use descriptive words and phrases that reveal details, appeal to the senses, and convey a vivid picture of the experiences, events, setting, and/or characters. Sequence events and signal changes in time and place by using transition words, phrases, and clauses to show the relationships among experiences and events. Create a coherent whole and build toward a particular outcome using a variety of techniques. Write a logical conclusion that reflects on the experiences/events and provides a sense of closure.</p> <p>Identify the writing style that best fits my task, purpose and audience. Use organizational/formatting structures to develop my writing ideas. Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p>								
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<p>use what I know to figure out what I do not know?</p>	<p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify and appropriately use vocabulary.</p>	<p>publish writing and to interact and collaborate with others.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>SL1: Prepare for and participate effectively in a range of</p>	<p>on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.9.A: Apply grades 11–12 Reading standards to</p>	<p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Identify technology that will help produce, publish, and update individual or shared writing products. Determine the most efficient technology medium to complete the writing task. Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects.</p> <p>Define textual evidence. Determine textual evidence that supports analysis, reflection,</p>										
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		<p>conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and</p>	<p>literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and</p>	<p>and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/ style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard</p>			
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		<p>consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering</p>	<p>decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>L.11-12..A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or</p>	<p>English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work’s meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Define and identify forms of figurative language. Interpret figures of speech and analyze their role overall in the text. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p>			
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			<p>vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				expression.				
Unit 7: Exploring Global Cultures / 4-6 Weeks	<p>What do good readers do? Am I clear about what I just read? How do I know?</p> <p>Author's choice: Why does it matter? What makes a story a "great" story?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good writers</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate</p>	<p>RL1: 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.</p> <p>RL2:Determine central ideas or themes of a text and analyze their development; summarize the key supporting</p>	<p>RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p> <p>RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is</p>	<p>Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.</p> <p>Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to build on one another and produce a complex account. Define summary. Compose an objective summary stating the key points of the text.</p> <p>Identify an author's viewpoint in a text. Analyze words stated directly in a text and determine when an</p>	<p>Common Assessment: CA 7 Literary Analysis Essay</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Close reading of a selection of short stories ● Small/large group discussions ● In-class writing ● Group project ● Determining central ideas ● Essay drafting ● Peer editing ● Tests/quizzes ● Web research and evaluation ● Textual annotations ● Vocabulary checks 	<p>6.1.12.D16a Analyze the impact of American culture on other world cultures from multiple perspectives.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP4. Communicate clearly and effectively and with reason. CRP12. Work productively in teams while using cultural global competence.</p>

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<p>do? What’s my purpose and how do I develop it?</p> <p>Write clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste”: What’s the problem?</p> <p>Why write? What do good writers do?</p>	<p>content, reasoning, and claims in diverse formats.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective research presents an answer to a question, demonstrates</p>	<p>details and ideas.</p> <p>RL3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL9: 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.</p> <p>RI8: Delineate and evaluate the argument and</p>	<p>ordered, how the characters are introduced and developed).</p> <p>RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.9: Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions</p>	<p>author is requiring the reader to make an inference as to what is really meant. Recognize when authors use literary techniques to shape the content and style of a text.</p> <p>Identify various documents of historical and literary significance. Identify and analyze themes found in various documents of historical and literary significance. Analyze and explain how different documents of historical and literary significance treat similar themes or topics. Analyze how the viewpoint of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Determine the purpose behind the creation of documents of historical and literary significance. Explain the themes, purposes, and rhetorical features in documents of historical or literary significance. Identify and evaluate significant documents including primary source documents. Write information while maintaining an objective tone and formal style that includes an introduction that previews what</p>	<p>● Grammar checks</p>		
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<p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help? Why do the rules of language matter? Communicating clearly: What does it take? When a word does not make sense, what can I do? How do I use what I know to figure out what I do not know?</p>	<p>understanding of the inquiry, and properly cites information from multiple sources. Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame. Comprehension is enhanced through a collaborative process of sharing and evaluating ideas. Effective communication of ideas when speaking</p>	<p>specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection,</p>	<p>and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.11-12.2.C: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion,</p>	<p>is to follow, supporting details, varied transitions, and syntax, and a concluding statement/section that supports the information presented. Recognize when the text is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts. Choose a topic and identify and select the most significant and relevant information to develop and share with my audience. Determine the structure that will organize complex ideas so that each new element builds on what precedes it. Analyze the information, identify domain-specific vocabulary for a topic, incorporate techniques such as metaphor, simile, and analogy, and organize information into broader categories using the appropriate structure. Identify the writing style that best fits the task, purpose, and audience. Use organizational/ formatting structures to develop writing ideas. Compose a clear and logical piece of writing that demonstrates an understanding of a specific writing style.</p>				
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		<p>or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>organization, and analysis of content.</p> <p>W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W10: 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</p>	<p>and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E: Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.F: Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>W.11-12.4: Produce clear and coherent writing in which the development,</p>	<p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft. Apply revision strategies with and without the help of others. Edit writing by checking for errors in capitalization, punctuation, grammar, spelling, etc. Analyze my writing to determine if the purpose and audience have been fully addressed and revise when necessary. Prepare multiple drafts using revisions and edits to develop and strengthen the writing. Recognize when revising, editing, and rewriting are not enough, and a new approach needs to be attempted.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Define textual evidence.</p>			
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		<p>range of tasks, purposes, and audiences.</p> <p>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.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L4: Determine or clarify the meaning of</p>	<p>organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.11-12.9.A: Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth-</p>	<p>Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research.</p> <p>Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete.</p> <p>Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Propel conversations by clarifying, verifying, or challenging ideas and</p>			
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		<p>unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and</p>	<p>and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.2.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., students developed</p>	<p>conclusions to promote divergent and creative perspectives.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work’s meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p> <p>Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference</p>			
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			<p>listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>rubrics), and establish individual roles as needed.</p> <p>SL.11-12.2.C: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>L.11-12.1.A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive,</p>	<p>between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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				<p>conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary</p>				
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				knowledge when considering a word or phrase important to comprehension or expression.				
Unit 8: From Modernism to Now / 4-6 Weeks	<p>Author’s choice: Why does it matter? What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter?</p> <p>What do good readers do?</p>	<p>Analyzing texts for structure, purpose, and viewpoints allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in</p>	<p>RL4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RL5: Analyze the structure of texts, including how specific sentences,</p>	<p>RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (e.g., Shakespeare as well as other authors).</p> <p>RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a</p>	<p>Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze how an author’s choice of specific words evokes a particular meaning or tone in a text and explain how using language in a new way creates an engaging overall effect. Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of the text.</p> <p>Determine how an author chose to structure specific parts of a text. Analyze specific parts of the text</p>	<p>Common Assessment: CA 8 Modernism Assessment</p> <p>Formative and Summative Assessment Options:</p> <ul style="list-style-type: none"> ● Close reading ● Guided Notes ● Quickwrites ● Small/large group discussions ● Peer editing ● Drafting essays ● Tests /Quizzes ● Textual 	<p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP11. Use technology to enhance</p>

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<p>Am I clear about what I just read? How do I know?</p> <p>In what ways does creative choice impact an audience? Whose story is it, and why does it matter? Writing clearly: What makes a difference? Final product: What does it take?</p> <p>What do good researchers do? “Cut and Paste:” What’s the problem?</p>	<p>diverse formats.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and</p>	<p>paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>RL6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL9: 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.</p> <p>RL10: Read and comprehend complex literary and informational</p>	<p>story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>RL.11-12.9: Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems</p>	<p>and explain how the individual parts fit into the overall structure.</p> <p>Analyze how an author’s choice of structuring specific parts of a text affects the overall meaning. Analyze how an author’s choice of structuring specific parts of a text creates an aesthetic impact.</p> <p>Identify an author’s viewpoint in a text.</p> <p>Analyze words stated directly in a text and determine when an author is requiring the reader to make an inference as to what is really meant.</p> <p>Recognize when authors use literary techniques to shape the content and style of a text.</p> <p>Identify various documents of historical and literary significance.</p> <p>Identify and analyze themes found in various documents of historical and literary significance.</p> <p>Analyze and explain how different documents of historical and literary significance treat similar themes or topics.</p> <p>Analyze how the viewpoint of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Recognize when the text I am</p>	<p>annotations</p> <ul style="list-style-type: none"> ● Vocabulary checks ● Grammar checks ● Socratic seminars/ discussions 	<p>productivity</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>
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<p>Why write? What do good writers do?</p> <p>What makes collaboration meaningful? Making meaning from a variety of sources: What will help?</p> <p>What makes a presentation “great”? “What I say” versus “how I say it”, does it really matter?</p>	<p>technology.</p> <p>Effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.</p> <p>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task and time frame.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>texts independently and proficiently with scaffolding as needed.</p> <p>RI8: 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.</p> <p>W6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W7: Conduct short as well as more sustained research projects, utilizing an</p>	<p>at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p> <p>RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>W.11-12.6: Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p>W.11-12.7: Conduct short as well as</p>	<p>reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts.</p> <p>Identify technology that will help produce, publish, and update individual or shared writing products. Determine the most efficient technology medium to complete the writing task. Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects.</p> <p>Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry. Create a research paper/project to demonstrate understanding of a subject.</p> <p>Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose,</p>					
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<p>Why do the rules of language matter? Communicating clearly: What does it take? How does situation affect meaning? How does author's choice impact an audience? When a word does not make sense, what can I do? How do I use what I know to figure out what I don't know?</p>	<p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language. Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language. Effective readers, writers, and</p>	<p>inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. W8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). W.11-12.9.A: Apply grades 11–12 Reading standards to literature (e.g.,</p>	<p>and audience, while avoiding over-reliance on any one source. Use advanced searches with multiple authoritative print and/or digital sources effectively to gather information needed to support research. Avoid plagiarism. Determine when research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas. Follow a standard citation format to create a bibliography for sources and to avoid plagiarism. Define textual evidence. Determine textual evidence that supports analysis, reflection, and/or research. Compose written responses that include textual evidence to strengthen my analysis, reflection, and/or research. Determine a writing format/style appropriate to task, purpose, and audience. Write for a variety of reasons. Recognize that different writing tasks require varied time frames to complete. Review and/or research materials to be discussed and determine key points and/or central ideas. Create questions and locate key</p>			
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		<p>listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>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.</p> <p>SL2: Integrate and evaluate</p>	<p>“Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear</p>	<p>textual evidence to contribute to a discussion on a given topic. Work with peers to define the rules and roles necessary to promote civil discussion and stimulate a thoughtful well-reasoned exchange of ideas. Participate in discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence; resolve contradictions when possible; and determine when additional information or research is required.</p> <p>Identify various purposes for presenting information to a reader or audience. Analyze the information presented in diverse media and formats and integrate the information in order to make informed decisions and solve problems. Evaluate the credibility and accuracy of various presentations and note any discrepancies.</p> <p>Define viewpoint of the speaker</p>			
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		<p>information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. Presentation of Knowledge and Ideas .</p> <p>SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.D: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p> <p>SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>SL.11-12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the</p>	<p>about the situation/topic being presented</p> <p>Determine a speaker’s viewpoint and explain his/her reasoning. Define rhetoric</p> <p>Identify when a speaker uses evidence and /or rhetoric and analyze how these techniques strengthen his/her viewpoint or purpose.</p> <p>Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective.</p> <p>Present information in a sequence that allows the listener to follow my line of reasoning. Address alternative or opposing perspectives in my presentation. Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest.</p>			
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			<p>SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>SL.11-12.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>L.11-12.1.A: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking. Determine speaking tasks that require a formal structure.</p> <p>Recognize that conventions of standard English usage can change over time. Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper. Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create</p>			
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			<p>L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p>	<p>L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p>	<p>rhyme schemes, to emphasize ideas, etc.</p> <p>Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work’s meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.</p>			
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		<p>materials, as appropriate.</p> <p>L5:Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term</p>	<p>L.11-12.4.D: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.</p> <p>L.11-12.6: Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Define and identify forms of figurative language. Interpret figures of speech and analyze their role overall in the text. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases. Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening. Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning. Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			
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			important to comprehension or expression.					
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SEMESTER I

Informational Texts

Allen, Janet, et al. *Holt McDougal Literature 12*. Houghton Mifflin Harcourt, 2012.

Lunsford, Andrea A., et al. *Everything's an Argument*. Bedford St. Martin's, 2106.

**Teachers will also select additional readings of high literary merit for supplementation of each unit. Teacher selections will be appropriate for the grade level and supportive of the unit theme and curriculum standards.*

SEMESTER II

Literature

Allen, Janet, et al. *Holt McDougal Literature 12*. Houghton Mifflin Harcourt, 2012.

Hemingway, Ernest. *The Sun Also Rises*. Scribner, 2006.

McEwan, Ian. *The Children Act*. Doubleday, 2014.

Orwell, George. *1984*. Penguin, 1950.

Shakespeare, William. *The Complete Works of William Shakespeare: The Alexander Text*. Harper Collins, 2006.

Shelley, Mary. *Frankenstein*. reissue ed., Bantam Classic, 2003.

**Teachers will also select additional readings of high literary merit for supplementation of each unit. Teacher selections will be appropriate for the grade level and supportive of the unit theme and curriculum standards.*

DVDS/Videos

1984

A&E Biography: Austen

A&E Biography: Fitzgerald

A&E Biography: Hemingway

A&E Biography: Shakespeare

A&P

Antwone Fischer

Breaking Away

Capote

Catch Me If You Can

Civil Action, A

Clean Well-Lighted Place, A

Clueless

Emma

Emperor's Club, The

Ernest Hemingway: Famous Authors

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Euphio Question, The
Finding Forrester
Four Feathers
Frankenstein
Gosford Park
Great Gatsby, The
Hamlet
In Cold Blood
Into the Wild
Lottery, The
Macbeth
Pride and Prejudice
Role of Theater in Ancient Greece, The
Sense and Sensibility
Tess of D'Urbervilles
Theban Trilogy
Truman Show, The