English Language Arts Curricular Philosophies
Vocabulary

Vocabulary words will be identified (by students and teacher) in the context of the complex texts students will be reading. We will target **tier 2** words and will utilize best practices in vocabulary instruction to ensure students' mastery of selected words (Marzano's 6 step vocabulary process). (Standards L.10-11.4, 5, 6 indicate that vocabulary acquisition should focus on inferring meaning from context, patterns, and nuances in word meanings.)

We will develop "live" word lists via Google Docs. Study of words in context will be supplemented by the English III tier 2 word list and study of word roots/prefixes/suffixes.

Grammar

Grammar will be taught in the context of the texts students are reading and materials they are writing. Grammar instruction will most often take the form of mini-lessons throughout the year, and will seek to address the skills/conventions detailed in the NJSLS for 10th graders.

The standards (L.11-12.1-3) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically (1) the understanding and application that usage shifts over time; (2) hyphen usage; (3) varied syntax. Additionally, the standards (L.11-12.4-5) place an emphasis on using context to understand and support a word's meaning, on the usage of patterns in word changes to identify shifts in meaning or parts of speech, on the interpretation of figures of speech (such as hyperboles and paradoxes), and on the analysis of nuances in meaning.

Grammar addressed in the previous year's curriculum will be revisited and refreshed as appropriate for students' needs:

The standards (L.9-10.1-2) indicate that students must demonstrate command of the conventions of English grammar and usage when writing or speaking, specifically use of parallel structure, use of various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. The standards also indicate that students must demonstrate command of capitalization, punctuation (specifically, semicolon and colon usage), and spelling.

The standards (L.8.1) address the explanation of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; the ability to form and use verbs in active and passive voice, as well as in in the indicative, imperative, interrogative, conditional, and subjunctive mood; the ability to recognize and correct inappropriate shifts in voice and mood. The standards (L.8.2.a-c) also address students' command of conventions of capitalization, punctuation, and spelling – specifically the use of punctuation (commas, ellipsis, dash) to indicate a pause or a break and the use of an ellipsis to indicate an omission.

The standards (L.7.1) address the explanation of the function of phrases and clauses in general and their function in specific sentences; choice among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas, and the placement of phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Research Staircase

The **sixth grade** research curriculum will allow students to gather and synthesize information from several literary or informational texts in various media or text formats. Students will focus on a specific topic or question, will be able to determine credibility of sources, and will be able to accurately cite textual evidence in the form of a quoting or paraphrasing.   Students will include bibliographic information and will present their findings in both formal and informal contexts throughout the year (i.e. orally, in written form, etc.).

The **seventh grade** research curriculum focuses on introducing students to inquiry and internet research, on fostering collaborative research skills with peers, on appropriately citing sources and creating "works cited" pages, and on the assessment of sources for credibility and quality.

The **eighth grade** research curriculum requires students to regularly put these skills into practice via short research assignments and projects across all units of study.

The **ninth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study.

The **tenth grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper (approximately 5 pages) that is paired with a unit of study.

The **eleventh grade** research curriculum requires students to regularly put the above skills into practice via short and sustained research assignments and projects across all units of study, culminating in a research paper (approximately 5 pages) that is paired with a unit of study.

General Practices

- **Writing:** Students will engage in the writing process on a daily basis. Students will write across various genres and forms in each unit of study. Students will engage in digital writing practices such as those made available through Google Apps For Education (collaborative note-taking, peer editing, etc.) as appropriate.
    - o Our practice regarding writing by hand vs. writing digitally continues to evolve with changes in technology and updates in current research. Presently, both practices (digital and traditional writing) are considered different pedagogical tools that serve different purposes. (Digital writing via Google Docs is optimized for a collaborative writing process, provides more immediate feedback, and is aligned with the demands of PARCC; likewise, traditional, handwritten essay writing provides opportunities for deeper thinking in a traditional performance-based context -- still aligned with assessments such as the SAT and AP exams.)

- **Technology:** Chromebooks and digital tools will be used to enhance and transform students' learning. Students will be asked to write collaboratively using GoogleDocs and TurnItIn, to both analyze and create multimodal texts using appropriate and evolving technologies, and to engage in open-ended inquiry on a regular basis.

- **Independent Reading:** Students are expected to engage in independent reading outside of class throughout the course of the year. This will be supported by ELA classroom libraries and by teachers' individual plans for encouraging/incentivizing reading. The curriculum supports Penny Kittle's "Book Love" philosophy.

- **Instructional Strategies:** The English III curriculum will be implemented via best practices and research-based instructional strategies. These strategies include, but are not limited to, small group work, Socratic circles, problem-based learning, and learner-centered pedagogy. Modeling will be leveraged to make the thinking process associated with high quality reading and writing explicit to students. The teacher will model high quality processes for his/her students, and will use collaborative classroom practices to shift the onus to students during "modeling" mini-lessons.

Unit Name: Anglo-Saxon	

Core Fiction Texts:
Textbook Unit One
● **Beowulf-Folk Epic Poem**
● **Choice of Elegy**
    ○ The Seafarer
    ○ The Wanderer
    ○ The Wife's Lament
 	
Supplemental Fiction:
● **Excerpt: "A History of the English Church and People"**
● **Grendel (Supplemental)**
	Suggested Supplemental Non-Fiction:
	● "Christianity in Beowulf" http://www.shadowedrealm.com/medieval-articles/exclusive/christianity_in_beowulf
	
	● History Channel Part 1 Beowulf Background: explores non-fiction elements present in Beowulf text.
	
	● History Channel Part 3 Beowulf Background: explores non-fiction elements present in Beowulf text.
	
	    ● Viewing Task

Enduring Understandings ● Each society creates their own values and mores, which are reflected in their literature. ● Literature reflects each society's values, mores, norms, and ideals.	**Essential Questions** ● What makes a true hero? ● What really shapes society? ● Does fate control our lives? ● Can people live up to high ideals?
Knowledge **(*Students will know…*)** - Paraphrase and summarize. - Make inferences; draw conclusions. - Synthesize ideas on a topic from a variety of sources and genres. - Understand that the English language changes over time. - Analyze multiple interpretations of a story, evaluating how each version interprets the source text.	**Skills** **(*Students will be able to…*)** - Identify and analyze elements of Old English poetry. (Kenning and Alliteration) - Analyze imagery and figurative language. - Analyze methods authors use to develop and introduce characters. - Identify and analyze author's purpose. - Define an elegy.

	- Identify the five characteristics of a folk epic poem. - Know the difference between a folk and literary epic poem.

Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- Boasting and fame in Beowulf. Does Beowulf's quest for fame and rewards conflict with the Christian ideals of pride and eternal reward?
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Battles with monsters. In Beowulf's three fights with three monsters he uses different methods, techniques, and weapons, and he wins different "trophies" each time. Analyze these differences and explain what this says about his development as a hero. -Analyze methods narrators use to introduce and develop characters.
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- Epic Movie Pitch Project: Students create an epic movie pitch using the five epic characteristics studied. - Using Beowulf's boasting style, write a formal boast about yourself. Tell us your deeds, who your family (and perhaps close friends) is/are, what you plan to do, and how you're not going to let anyone or anything stand in your way. Your accomplishments may be academic, athletic, musical, social, artistic, etc. Lay aside your humility! Remember, you'll soon be applying for college anyway, and may need to do a bit of boasting.

| **Research**
NJSLS.ELA-LITERACY.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.

NJSLS.ELA-LITERACY.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).

NJSLS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research. | - What role does the mead hall play in "Beowulf" and Anglo-Saxon society? Research the origins and influences of mead, beer, and the mead hall in A-S life. Does this affect the characters, their actions, and the telling of the story?
- |

| **Technology**
NJSLS.ELA-LITERACY.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. | - www.TurnItIn.com (peer editing, writing process)
- Google Docs/slides (collaborative notes, peer-editing)
- EasyBib Add-On (collective references list)
- Google Operators (site:.edu to refine search results)
- Google Classroom
- Vocabulary.com |

	- Kahoot.it - NewsELA - Noodle Tools (note cards, citing sources) - www.instagrok.com (visual research tool) http://www.visualnews.com/2013/09/18/logical- fallacies-explained-fun-animal-illustrations- - illustrated-book-bad-arguments/ - Google Earth - You Tube

Unit Name: Medieval Period	
Core Fiction Texts: ● **Textbook Unit Two** ● **Medieval Ballads: Choose** *Barbara Allan* *Get Up and Bar the Door* *Sir Patrick Spens* *Lord Randall* *Edward, Edward* ● **Arthurian Legends: Choose** *Sir Gawain and the Green Knight* *Morte d'Arthur* ● **Framework Narrative** *The Canterbury Tales-Chaucer* *The Wife of Bath's Tale* *The Pardoner's Tale* ● **Supplemental Fiction** *The Crystal Cave*	**Suggested Supplemental Non-Fic:** ● **"King Arthur, the mythological figure associated with Camelot, may have been based on a 5th to 6th century British warrior who staved off invading Saxons."** ● **Chivalry from a man's point of view** ● **Chivalry from a woman's point of view** "Feminist Analysis of the Prologue for the Wife of Bath (Canterbury Tales)"**http://www.articlemyriad.com/feminist-analysis-prologue-wife-bath/**
Enduring Understandings - Although culture changes throughout time, humanity's essential qualities remain the same; man's essential qualities remain evident.	**Essential Questions** - What makes a great character? - What qualities and characteristics incorporate respect and trust? - What qualities and characteristics determine disrespect and distrust? - What has the power to corrupt? - Do men understand women?
Knowledge (*Students will know…*) - Paraphrase and summarize. - Make inferences and conclusions. - Write an analysis of a poem. - Use adjectives and verbs to create imagery.	**Skills** (*Students will be able to…*) - Analyze methods authors use to identify and develop characters. - Analyze story structure, including cause and effect.

- Use subordinate clauses, participle phrases and prepositional phrases.	- Identify the elements of an Arthurian legend. - Analyze plot complications. - Define framework narrative.

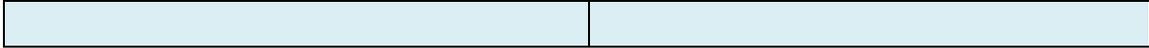|	
Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	● King Arthur: Man or Myth? Use research and text to support an argument. ● Is the Wife of Bath meant to contradict the misogynist (woman-hating) ideas of her time, or to uphold them? Use the text to back up your argument.
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	● What has the power to corrupt? Analyze corruption as seen throughout *The Canterbury Tales*. Was Chaucer's society more or less corrupt than modern American society today?
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	● Write a modern American folk ballad using the six ballad characteristics studied.

Research NJSLS.ELA-LITERACY.W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a	● King Arthur: Man or Myth? Use research and text to support an argument. ● Link to a King Arthur webquest: http://zunal.com/webquest.php?w=69010

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.

NJSLS.ELA-LITERACY.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).

NJSLS.ELA-LITERACY.W.11-12.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Technology	
NJSLS.ELA-LITERACY.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.	- www.TurnItIn.com (peer editing, writing process) - Google Docs/slides (collaborative notes, peer-editing) - EasyBib Add-On (collective references list) - Google Operators (site:.edu to refine search results) - Google Classroom - Vocabulary.com - Kahoot.it - NewsELA - Noodle Tools (note cards, citing sources) - www.instagrok.com (visual research tool) http://www.visualnews.com/2013/09/18/logical- fallacies-explained-fun-animal-illustrations- - illustrated-book-bad-arguments/ - Google Earth

	- You Tube

Unit Name: Renaissance	
Core Fiction Texts: ● **Unit 3 Textbook** ● **Carpe Diem Poems** *To His Coy Mistress* *Virgins, To Make Much of Time* ● **Sonnets: Choice** ● ***Macbeth*** ● **Supplemental Fiction** *Ben Jonson/John Donne/Poetry*	**Suggested Supplemental Non-Fic:** ● **Article on Ambition** http://www.nytimes.com/2014/11/28/opinion/david-brooks-the-ambition-explosion.html?_r=0 ● Modern day parallels to Macbeth
Enduring Understandings - Who are today's Renaissance people? - In our current world of increasing specialization, is there still value in being well rounded? - Can you ever be "too ambitious?" - Students will explore the uses and abuses of power within society.	**Essential Questions** - Should religion be tied to politics? - Why is love so complicated? - What is the ideal society? - Why do people seek power?
Knowledge (***Students will know…***) - Understand the historical context and cultural influence of the Renaissance. - Develop strategies for reading Shakespearean drama. - Analyze a film interpretation of a Shakespearean play evaluating how it interprets the source text.	**Skills** (***Students will be able to…***) - Identify and analyze characteristics of Shakespearean tragedy. - Interpret figurative language and dramatic elements. - Analyze imagery. - Write an argument to support a claim in a critical review. - Vary syntax to persuasive effect and cohesive flow.

Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- Does ambition predominantly produce negative or positive outcomes? After reading the play, write an essay that addresses the question and support your position with evidence from the text. Be sure to acknowledge counterclaims. Give examples from past or current events or issues to illustrate and clarify your position.
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Examine the dramatic literary devices used in a text and explain their impact on the reader. - Choose one of the images (blood, water, weather, light, etc. .) implemented by Shakespeare. How does Shakespeare use imagery to develop characters, explore themes, and establish tone/mood.
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- - At the end of Act 1, knowing what we know about Macbeth and Lady Macbeth, write a story about their first meeting and how they came to be a couple. Focus on characterization.

Research NJSLS.ELA-LITERACY.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.	- - Research question: How has language changed from Shakespeare's time to now, and how can we better understand his writing? - How does language come to be, and how does language change over time?

NJSLS.ELA-LITERACY.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).

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  http://www.visualnews.com/2013/09/18/logical- fallacies-explained-fun-animal-illustrations-
- illustrated-book-bad-arguments/
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Unit Name: Romantic / Victorian Poetry	

Core Fiction Texts:
● ***Frankenstein***
● **Victorian Poetry**
● **Dickens**
   A Tale of Two Cities
   Great Expectations
Optional Texts:
● ***Emma***
● ***Pride and Prejudice***
● ***Jane Eyre***
● ***Wuthering Heights***
	Suggested Supplemental Non-Fic:
	● New York Times related works-
	● https://docs.google.com/a/roxbury.org/document/d/1UiHVoNx33_SKdT5gRtxeNfGaqCAjWa96qGND3GpZK4A/edit?usp=sharing
	● Romantic Period
	● List: Victorian Poets

Enduring Understandings - Demonstrate knowledge of foundational works of literature, including how two or more texts from the same period treat similar universal themes such as love and beauty. - Human beings can learn a great deal from nature's simple truths. - Students will explore the effects of both emotion and reason on human behavior.	**Essential Questions:** - If you create life artificially, do you, as the creator, have the right to end it? - What is beauty? - Is emotion stronger than reason? - How much or how far can a person be pushed until he/she "goes off the deep end?" - What qualities make us human? - How does a lack of compassion lead to prejudice and stereotyping?
	Skills ***(Students will be able to…)*** - Interpret figurative language, including hyperbole, simile, metaphor. - Analyze poetic structure, including heroic couplets. - Analyze the impact of setting within a text. - Understand the elements of Romanticism.

Argumentative NJSLS.ELA-LITERACY.W.11-12. 1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- Choose one of the above mentioned essential questions to explore and support using text.
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12. 2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Analyze the literary devices used within the text and explain the impact on the reader while considering whether or not the author is successful in their use. Analyze a character other than Victor Frankenstein or the creature. What is his/her role in the story? Is he/she necessary to the novel? Why or why not? Evaluate Victor's actions from an ethical point of view. How does Victor act or shy away from acting ethically?
Narrative NJSLS.ELA-LITERACY.W.11-12. 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- After reading Frankenstein, write one last letter from the point of view of the creature, which slips from him as he jumps ship.

Research NJSLS.ELA-LITERACY.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. NJSLS.ELA-LITERACY.W.11-12 .8 Gather relevant information from multiple authoritative print and	- https://docs.google.com/a/roxbury.org/document/d/1e-neSgHl2GBJE9EXxSxDk7l_sqWjqAr8gtLpsPLbffI/edit?usp=sharing

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).

NJSLS.ELA-LITERACY.W.11-12.9
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- Kahoot.it
- NewsELA
- Noodle Tools (note cards, citing sources)
- www.instagrok.com (visual research tool)
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- illustrated-book-bad-arguments/
- Google Earth
- You Tube

Unit Name: Modern Literature	
Core Fiction Texts:	**Suggested Supplemental Non-Fic:**
● *Brave New World* ● *1984* ● *Equus*	● Excerpts from US Torture Report (1984) ● "Politics and the English Language" - Orwell essay (1984) ●
Enduring Understandings	**Essential Questions**
- Language, especially specific word choice, has a tremendous amount of power. - Governments use propaganda to both gain power and stay in power. - Historical advances bring negative consequences - Identity can be defined and explored in multiple ways. - Proper balance between individual and group identity is essential.	- How does language affect the world around us? - How do political leaders achieve power and stay in power? - What are the negative effects of moving away from nature? - How do we assign blame for an action? - What is identity? - What is the appropriate way to balance individual and group identity?
Knowledge **(Students will know…)**	**Skills** **(Students will be able to…)**
- Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. - Analyze the development the themes of central ideas over the course of a novel or drama. - Determine the author's point of view or purpose in a text.	- Make inferences and draw conclusions. - Analyze cause and effect relationships. - Integrate and evaluate multiple sources of information presented in different media or formats. - Analyze how words, images, graphics and sounds impact meaning.

Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics	- Choose one of the above mentioned essential questions to explore and support using text. -Does technology shape society or does society shape technology?

or texts, using valid reasoning and relevant and sufficient evidence.	Technology: Monster or Savior?
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Analyze how the use and changing of language affects the world of 1984. - In Equus, how much of the blame for Alan's actions is his, and how much is on other sources? - In Equus, analyze the role of parental figures in the play, and their effect on Alan's pathology. -Utopian vs. Dystopian society.
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- Continue the story of Dysart from his perspective, adopting his tone and writing style. https://docs.google.com/a/roxbury.org/document/d/1IwEIbHM8n2T0nAaTb-QzvoR1I7fYWf7cuxZ_HYRIpjA/edit?usp=sharing

Research NJSLS.ELA-LITERACY.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. NJSLS.ELA-LITERACY.W.11-12.8	- Using research, compare and contrast modern theater and Shakespearean theater (can also include different eras, like classical theater, etc.) -

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).

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Unit Name: Research	
Enduring Understanding	**Essential Questions**
● Through research, take essential questions to a new more challenging level of understanding. ● Writing is a process, a journey of discovery in which one can explore thoughts, experiment with ideas and search for connections, ● Through writing one can explore and record thoughts, feelings, and ideas for self or can communicate them to an audience ● Good research involves using a variety of sources and materials. ● Knowing where to go, how to access information, and how to record findings are important skills and strategies. ● The editing and revision process are an integral part of writing.	● What is the importance of audience in writing? ● How do you determine if a source is reliable? ● What is good writing? ● What are the strengths and weaknesses of this writing? ● Why is writing important? ● What makes writing coherent, logical, and expressive? ● Why revise? ● How is revising a piece of writing as essential as the initial effort? ● How can organization influence meaning and clarity in a piece of writing? ● What does it mean to be organized in writing?
Knowledge ***(Students will know…)***	**Skills** ***(Students will be able to…)***
● Applying research skills. ● Create works cited list. ● MLA format your paper.Proper use of punctuation with parenthetical citations. ● Proper use of correct style for direct quotations.	● Select and shape a topic. ● Plan research. ● Identify relevant and credible sources. ● Choose the best research tools; primary and secondary sources and online resources. ● Evaluate information and sources. ● Make source lists and take notes. ● Synthesize multiple sources. ● Avoid plagiarism by quoting directly and crediting sources. ● Verify information, detect bias, and develop a personal perspective.

Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- Use of Ethos/Pathos/Logos to establish a strong, persuasive argument with a clear thesis.
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- https://owl.english.purdue.edu/owl/resource/618/02/ - - A discussion of a work's characters: are they realistic, symbolic, historically based? - A comparison/contrast of the choices different authors of characters make in a work - A reading of a work based on an outside philosophical perspective - A study of the sources or historical events that occasioned a particular work - An analysis of a specific image occurring in several works - A "deconstruction" of a particular work - A reading form a political perspective - A study of the social, political, or economic context in which a work was written - how does the context influence the work?
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	N/A

Technology NJSLS.ELA-LITERACY.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.	- www.TurnItIn.com (peer editing, writing process) - Google Docs/slides (collaborative notes, peer-editing) - EasyBib Add-On (collective references list) - Citationmaker.org - Media Center Online Resources/Search Engines

	- Google Operators (site:.edu to refine search results) - Purdue OWL writing lab-sample paper - Google Classroom - Vocabulary.com - Kahoot.it - NewsELA - Noodle Tools (note cards, citing sources) - www.instagrok.com (visual research tool) http://www.visualnews.com/2013/09/18/logical- fallacies-explained-fun-animal-illustrations- - illustrated-book-bad-arguments/ - Google Earth - You Tube

Unit Name: [Modern] Literature Circles	
Core Fiction Texts: ● *Lovely Bones* ● **The Pact** ● **My Friend Leonard** ● **The Other Sister** ● **The Memory Keeper's Daughter** ● **Clockwork Orange** ● **Hitchhiker's Guide to the Galaxy** ● **Pride and Prejudice; Zombies** ● **There's Something About Kevin**	**Suggested Supplemental Non-Fic:** ● Student Choice
Enduring Understanding ● Role Sheets/Assignments Discussion Director Word Tracer Illustrator Investigator Question Generator	**Essential Questions** ● Student Generated
Knowledge **(*Students will know…*)** ● Determine author's point of view or purpose in a text. ● Develop strategies for reading modern verse.	**Skills** **(*Students will be able to…*)** ● Analyze the impact of specific word choices on meaning and tone. ● Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. ● Analyze point of view that requires distinguishing what is directly stated in a text from what is really meant. ● Analyze the development of themes or central ideas over the course of a text.

Argumentative NJSLS.ELA-LITERACY.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	- What is the author's main theme/idea being communicated throughout the novel? Are you in agreement or disagreement with the novels' message? Support your opinion using the text.
Analytical/Expository NJSLS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	- Complete all five role sheets while reading the novel and participating in Literature Circles. - Write a review of the novel for Amazon.com. How should the novel be categorized? Who would it appeal to?
Narrative NJSLS.ELA-LITERACY.W.11-12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	- Try to emulate the author. Write a journal entry in the same style/tone as the author used. - Create an online discussion board for your author. Have several readers make comments and ask questions about the novel. Respond as the author. (Check to see if the author has a real online presence)