

Title	New Jersey Literature
Type	Individual
Document	Map
Authors	Marc Cicchino, Laura Myers
Subject	Language Arts Literacy
Course	- LANGUAGE ARTS-
Grade(s)	10 , 11 , 12
Location	
Curriculum Writing History	
Notes	
Attachments	

Title : New Jersey Literature
Type : Individual

	September				October				November				December				January				February				March				April				May				June			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
September/Week 1 - September/Week 2	[Shaded]																																							
Introduction: What is New Jersey Literature?																																								
September/Week 3 - October/Week 5	[Shaded]																																							
The Beginning: From Delaware Indians to Colonial Times 1500s-early 1700s																																								
October/Week 6 - October/Week 8	[Shaded]																																							
"We're a State" - Revolutionary Period to Early Statehood 1700s to early 1800s																																								
November/Week 9 - November/Week 11	[Shaded]																																							
Civil War Era - New Jersey 1800s																																								
November/Week 12 - December/Week 14	[Shaded]																																							
Industry, Immigration, and Innovation: Late 1800s - early 1900s																																								
December/Week 15 - January/Week 17	[Shaded]																																							
Our New Jersey: Mid1900s - Today																																								

Duration: September/Week 1 - September/Week 2

UNIT NAME: Introduction: What is New Jersey Literature?

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> Literature of a specific geographic region reflects the type of people, culture, and life that inhabits the area. Literature reveals the "soul" of a region. New Jersey's unique geography directly influences it's culture and therefore, it's literature. Location influences culture and the development of culture. New Jersey's culture is diverse, unique and ever changing. New Jersey is a microcosm of the United States. 	<ul style="list-style-type: none"> What is "New Jersey Literature"? Is it realistic for a single state to have its own school of literature? How does NJ geography influence the literature and culture of the state? How does culture develop and influence people within a specific area? What is New Jersey's culture? Is literature of a specific time period an accurate reflection of life during this time? How is NJ a microcosm of the United States? 	<ul style="list-style-type: none"> Literature of a specific geographic region reflects the type of people, culture, and life that inhabits the area. Understand how culture develops within a region, state, country, city, town, etc. Understands how location and geography influence culture 	<p>SWBAT:</p> <ul style="list-style-type: none"> Define: culture Examine and discuss how literature and culture are linked Research, read, and discuss how geography influences culture Map New Jersey Understand how culture is an everchanging and evolving entity Create and write their own "culture" of "their "New Jersey" Defend whether NJ can have its own "School of Literature" Research various "New Jersey hall of Fame Inductees" and examine their influence on culture in the state. <p>notes:</p> <ul style="list-style-type: none"> "A School of Literature That's Called New Jersey" - article "Brief Overview of NJ History" p. 1-26 <u>A New Jersey Anthology</u> 	<p>RL.11–12-Reading Standards for Literature (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.1.a-Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.1.c-Use words, phrases, and clauses as well as varied syntax 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. (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.1.d-Establish and maintain a formal style and objective tone while attending to the norms and conventions of</p>

				<p>the discipline in which they are writing. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.1.e-Provide a concluding statement or section that follows from and supports the argument presented. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>Research to Build and Present Knowledge (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>Range of Writing (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12</p>
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				<p>topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.1.b-Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] SL.11–12.1.d-Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of</p>
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				<p>an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.2.b-Spell correctly. (11, 12)[State:Common Core State Standards (CCSS)] RH.11–12.10-By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12-Reading Standards for Literature (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)]</p>
Plans:				

Duration: September/Week 3 - October/Week 5

UNIT NAME: The Beginning: From Delaware Indians to Colonial Times 1500s-early 1700s

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> Historical accounts of the same event may vary. The truthfulness of media is always questionable. The media can influence people's perceptions of events. People have the ability to overpower other humans. Conflicts are inevitable. Differences can be overcome, especially when a common goal benefits both parties. 	<p>How does literature capture the essence of a time period in any given location?</p> <p>How do historical accounts of the same event vary?</p> <p>How did people evaluate the truthfulness of the media?</p> <p>How did the media influence people's perceptions?</p> <p>How do one group of people control or gain control of other groups?</p> <p>How and why were there 2 New Jerseys?</p> <p>How did people overcome these differences?</p> <p>Is literature of a specific time period an accurate reflection of life during this time?</p>	<p>notes:</p> <ul style="list-style-type: none"> p. 109-124 excerpts from: "Caught in the Middle: NJ Indians and the American Revolution" p. 125- 126 "New Jersey and the Two Constitutions" (East/West Jersey) James Fenimore Cooper "Matty Bumbo" Ben Franklin "A Witch Trail at Mount Holly" satire truthfulness or media parody no witch trails in America since "Puritans" in 1600s 	<ul style="list-style-type: none"> Read, understand, and analyze a historical text Analyze and discuss non-fiction writing Define and analyze satire and parody Examine how media influences people's opinion 	<p>RL.11–12-Reading Standards for Literature (11, 12) [State:Common Core State Standards (CCSS)]</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). (11, 12)[State:Common Core State Standards (CCSS)]</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.) (11, 12)[State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.7-Analyze multiple</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.) (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.4-Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings;</p>
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				<p>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). (11, 12) [State:Common Core State Standards (CCSS)]</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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.2-Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information</p>
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				<p>clearly and accurately through the effective selection, organization, and analysis of content. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)] Research to Build and Present Knowledge (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12) [State:Common Core State Standards (CCSS)] 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, and audiences. (11, 12)[State:Common Core State Standards (CCSS)] 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</p>
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				<p>stimulate a thoughtful, well-reasoned exchange of ideas. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] SL.11–12.2-Integrate multiple</p>
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				<p>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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:Common Core State</p>
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				<p>Standards (CCSS)] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.3-Applied 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. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.3.a-Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.5-Demonstrate understanding of figurative language, word relationships,</p>
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				and nuances in word meanings. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12) [State:Common Core State Standards (CCSS)]
Plans:				

Duration: October/Week 6 - October/Week 8

UNIT NAME: "We're a State" - Revolutionary Period to Early Statehood 1700s to early 1800s

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> The time period influences beliefs and culture of the people. War can change people's opinions and ideas. People can prosper and change. People are capable of creating change. 	<p>How does literature capture the essence of a time period in any given location.</p> <p>How does the time period and beliefs of a time period influence culture and historical decisions? How does war change the opinions and ideas of people? How can change prosper and affect an entire population of people? Is literature of a specific time period an accurate reflection of life during this time?</p>	<ul style="list-style-type: none"> Time period readings (essays, historical accounts) poetic conventions literature captures the essence of a time period 	<ul style="list-style-type: none"> read, analyze, identify and discuss how historical events and account influence cultural ideas Practice reading non-fiction works examine non-fictionon works analyze poetry of the time period for: <ul style="list-style-type: none"> spelling conventions poetic techniques imagery figurative language <p>notes:</p> <ul style="list-style-type: none"> p. 79-103 excerpts from "The 'Cockpit' Reconsidered: Revolutionary New Jersey as a Military Theater" p. 191-215 excerpts from "Moving Toward Breaking the Chains" Black New Jerseyans and the American Revolution Annis Boudinot Stockton "An Invitation Ode to a young Lady in NY from her friend in the Country" (no spelling conventions, poetic, imagery, figurative) 	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)]</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. (11, 12) [State:Common Core State Standards (CCSS)]</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). (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.4-Determine the meaning of words and phrases as they are used in the text,</p>

				<p>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.) (11, 12)[State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State</p>
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				<p>Standards (CCSS) 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. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State Standards (CCSS)] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the</p>
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				<p>grades 11–CCR text complexity band independently and proficiently. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)] Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)] Research to Build and Present Knowledge (11, 12) [State:Common Core State Standards (CCSS)] 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, and audiences. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.1-Initiate and participate effectively in a range</p>
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				<p>of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.3-Apply knowledge of</p>
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Title : New Jersey Literature
Type : Individual

				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. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:Common Core State Standards (CCSS)]
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Plans:

Duration: November/Week 9 - November/Week 11

UNIT NAME: Civil War Era - New Jersey 1800s

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> Literature captures the essence of a time period specific to certain regions. Literature reflects life during a specific region and time. 	<ul style="list-style-type: none"> How does literature capture the essence of a time period in any given location? Is literature of a specific time period an accurate reflection of life during this time? 	<ul style="list-style-type: none"> How to read a historical non-fiction account accurately How to analyze a piece of fiction Elements of poetry Author's life influences their work 	<ul style="list-style-type: none"> read, analyze, and discuss a historical non-fiction account read, analyze, and discuss fiction account read, analyze, and discuss poetry define: transcendentalism, romanticism, understand author's background information analyze an author's life for their influence on their work identify and analyze rhyme schemes and patterns within poetry <p>notes:</p> <ul style="list-style-type: none"> excerpts from "Paterson" p. 161-181 Frank R Stockton - "The Lady, or The Tiger". Phillip Freneau - Romantic - transcendentalism - grandfather of American poetry "The Wild Honey Suckle" (style/tone) "Indian Burial Ground" (rhyme schemes, patterns) Walt Whitman selections from <u>Leaves of Grass</u> and/ or <u>Specimen Days</u> nature/romanticism (poet of Democracy) 	<p>RL.11–12-Reading Standards for Literature (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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). (11, 12)[State:Common Core State Standards (CCSS)] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and</p>

				<p>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.) (11, 12)[State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band</p>
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				<p>independently and proficiently. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.2-Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (11, 12)[State:Common Core State Standards (CCSS)] 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). (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)</p>
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				<p>[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12-Writing Standards (11, 12)[State:Common Core State Standards (CCSS)] Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.10-Write routinely over extended time frames (time for</p>
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				<p>research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.3-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11, 12)[State:Common Core State</p>
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Title : New Jersey Literature

Type : Individual

				Standards (CCSS)]
Plans:				

Duration: November/Week 12 - December/Week 14				
UNIT NAME: Industry, Immigration, and Innovation: Late 1800s - early 1900s				
Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> Literature captures the essence of a time period in a specific location. Differing genres of literature can capture the same meanings. Folklore and tales are reflective of the people and culture. Technology influences culture and opinions. 	<ul style="list-style-type: none"> How does literature capture the essence of a time period in any given location? How do differing genres of literature capture the same meaning? How is folklore invented? How do advances in technology influence an entire culture? Is literature of a specific time period an accurate reflection of life during this time? 	<p>Analyze historical non-fiction Analyze fiction Analyze poetry Define folklore, personification, meter, and use them while reading various pieces of literature. Understand how author's lives influence their works. Make connections between music, literature, and culture.</p> <ul style="list-style-type: none"> 	<p>SWBAT:</p> <ul style="list-style-type: none"> read, analyze, and discuss a historical non-fiction account read, analyze, and discuss fiction account read, analyze, and discuss poetry define: folklore, personification, meter understand author's background information analyze an author's life for their influence on their work identify and analyze rhyme schemes and patterns within poetry Connect, examine, and analyze song and poetry Create and write new NJ folklore and tales <p>notes:</p> <ul style="list-style-type: none"> p. 246-272 excerpts from "Newport of the Nouveaux Bourgeois" (Atlantic City as a resort) Washington Irving - from <u>Salmagundi</u> (similar to the onion) views on major NJ cities Joyce Kilmer "Trees", "The Twelve-Forty-Five" 	<p>Common Core State Standards: English Language Arts - Grades 11-12 (2010) (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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). (11, 12)[State:Common Core State Standards (CCSS)] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text,</p>

			<ul style="list-style-type: none"> • (personification, meter) Bruce Springsteen: "Factory" • Folklore and tales of NJ NJ Devil Local NJ Ghost stories & tales • Explore local folklore 	<p>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.) (11, 12)[State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.9-Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–</p>
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				<p>CCR text complexity band independently and proficiently. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.2-Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] RI.11–12.4-Determine the meaning of words and phrases</p>
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				<p>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). (11, 12) [State:Common Core State Standards (CCSS)]</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. (11, 12)[State:Common Core State Standards (CCSS)]</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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.9-Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. (11, 12) [State:Common Core State</p>
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				<p>Standards (CCSS) RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] Production and Distribution of Writing (11, 12)[State:Common Core State Standards (CCSS)]</p>
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				<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, and audiences. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.1-Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)]</p>
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				<p>L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.3-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12) [State:Common Core State Standards (CCSS)]</p> <p>L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12)</p>
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Title : New Jersey Literature
Type : Individual

				[State:Common Core State Standards (CCSS)]
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Plans:

Duration: December/Week 15 - January/Week 17

UNIT NAME: Our New Jersey: Mid1900s - Today

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<p>Music influences and reflects culture. Literature and poetry reflect culture of a specific region. Literature changes as time progresses and culture changes. Literature of a specific time period reflects life.</p>	<ul style="list-style-type: none"> • How does music influence/ reflect a culture? • How does literature and poetry reflect culture in a specific region? • How does literature change as time progresses? • Is literature of a specific time period an accurate reflection of life during this time? 	<ul style="list-style-type: none"> • Apply knowledge gained throughout the course to write and create a piece of NJ literature. • Make connections between music, literature, and culture. • Understand beat poetry and its authors. • Understand how literature reflects and/or influences a culture and a time period. 	<ul style="list-style-type: none"> • Write and create their own NJ literature • Examine and explore music of NJ and how it is reflective of the literature/time period. • Define and analyze poetic devices: dialogue, modern poets, free verse, dialect • Beat poets • Read, analyze and discuss fiction and non-fiction • Analyze how literature reflects and/or influences culture of a people and a time period. • Create a state slogan and/ or logo that captures the culture of today's NJ <p>notes:</p> <ul style="list-style-type: none"> • Frank Sinatra - p. 379-409 "The 1971 Strike" • 1956 - 500s roads are built • William Carlos Williams "to Elsie" "The Use of Force" (dialogue, modern poets, free verse, dialect) • Allen Ginsberg (beat poets) "Howl" "America" 	<p>RL.11–12-Reading Standards for Literature (11, 12) [State:Common Core State Standards (CCSS)] RL.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] 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). (11, 12)[State:Common Core State Standards (CCSS)] RL.11–12.4-Determine the meaning of words and phrases as they are used in the text, including figurative and</p>

			<ul style="list-style-type: none"> • BRUCE SPRINGSTEEN excerpts from <u>Bruce</u> "Born in the USA" "Wrecking Ball" "Jack of all trades" "Thunder Road" "Backstreets" • 1998 - Bill Bryson <u>A Walk in the Woods</u> (Appalachian trail) • F. Scott Fitzgerald excerpts of <u>Gatsby</u>, <u>This Side of Paradise</u>, "Carnival" jazz age • Robert Pinsky "Long Branch, New Jersey" "The Destruction of Long Branch" "The Beach Women" poet lauret of US <p>Suggested Activities:</p> <ul style="list-style-type: none"> • Field trip to the NJ Museum - Trenton, NJ • Hike a part of the Appalachian trail while reading "A Walk in the Woods" • Explore NJ tales and Folklore 	<p>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.) (11, 12)[State:Common Core State Standards (CCSS)]</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. (11, 12)[State:Common Core State Standards (CCSS)]</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). (11, 12) [State:Common Core State Standards (CCSS)]</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. (Include at least one play by Shakespeare and one play by an American dramatist.) (11, 12) [State:Common Core State Standards (CCSS)]</p>
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				<p>RL.11–12.10-By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>RI.11–12.2-Determine two or more 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 provide a complex analysis; provide an objective summary of the text. (11, 12)[State:Common Core State Standards (CCSS)]</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</p>
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				<p>key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] RI.11–12.10-By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.1-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>
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				<p>relevant and sufficient evidence. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (11, 12) [State:Common Core State Standards (CCSS)] W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:Common Core State Standards (CCSS)] W.11–12.7-Conduct short as well as more sustained research projects to answer a question</p>
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				<p>(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. (11, 12)[State:Common Core State Standards (CCSS)]</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. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>W.11–12.9-Draw evidence from literary or informational texts to support analysis, reflection, and research. (11, 12) [State:Common Core State Standards (CCSS)]</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, and audiences. (11, 12)[State:Common Core State Standards (CCSS)]</p> <p>SL.11–12.1-Initiate and participate effectively in a range</p>
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				<p>of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] 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. (11, 12)[State:Common Core State Standards (CCSS)] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose,</p>
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				<p>audience, and a range of formal and informal tasks. (11, 12) [State:Common Core State Standards (CCSS)] 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. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.1-Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.3-Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.4-Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. (11, 12)</p>
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				<p>[State:Common Core State Standards (CCSS)] L.11–12.5-Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (11, 12)[State:Common Core State Standards (CCSS)] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12) [State:Common Core State Standards (CCSS)] L.11–12.6-Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (11, 12) [State:Common Core State Standards (CCSS)]</p>
Plans:				