

North Bergen School District Benchmarks

Grade: 12th

Subject: English Language Arts 4 (British Literature)

First Marking Period:

- Determine and analyze central ideas/ themes of a text. ([NJSLSA.R2](#))
- Identify and analyze figurative language in a text ([NJSLSA.R4](#), [NJSLSA.R6](#))
- Compose written responses to prompts based on textual themes/ central ideas routinely over shorter time frames ([NJSLSA.W4](#), [NJSLSA.W10](#))
- Initiate and participate in collaborative discussions ([NJSLSA.SL1](#), [NJSLSA.SL6](#), [NJSLSA.L6](#), [9.1.12.A.1](#), [9.1.12.A.2](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

Second Marking Period:

- Determine and analyze interpretations of a text using textual evidence for support. ([NJSLSA.R1](#), [NJSLSA.L4](#))
- Analyze the impact of the author's choices in a text ([NJSLSA.R3](#), [NJSLSA.R5](#), [NJSLSA.R6](#))
- Compose written responses to analytical or narrative prompts ([NJSLSA.W1](#), [NJSLSA.W3](#))
- Initiate and participate in collaborative discussions ([NJSLSA.SL1](#), [9.1.12.A.1](#), [9.1.12.A.2](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

Third Marking Period:

- Gather, analyze, and take notes from relevant information from multiple sources ([NJSLSA.R3](#), [NJSLSA.W8](#), [8.1.12.A.1](#), [8.1.12.A.2](#))
- Consult reference materials both print and digital ([NJSLSA.R7](#), [NJSLSA.R10](#), [8.1.12.A.1](#), [8.1.12.A.2](#))
- Compose written responses to informative or explanatory prompts using MLA format for documentation ([NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W9](#))
- Develop and strengthen writing as needed by planning, revising, and editing, rewriting, or trying a new approach individually and collaboratively. ([NJSLSA.W5](#), [NJSLSA.W6](#), [NJSLSA.SL2](#), [9.1.12.B.2](#), [9.1.12.F.2](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

Fourth Marking Period:

- Analyze and evaluate multiple interpretations of a text ([NJSLSA.R7](#))
- Determine writing conventions of a specific time period and analyze a specific text of the time period based on the conventions ([NJSLSA.R10](#), [NJSLSA.W9](#))
- Compose written responses to prompts based on textual themes/ central ideas and draw textual evidence to support analysis or reflection ([NJSLSA.W8](#))
- Initiate and participate in collaborative discussions and presentations. ([NJSLSA.SL1](#), [NJSLSA.SL3](#), [NJSLSA.SL4](#), [NJSLSA.SL5](#), [NJSLSA.L3](#), [9.1.12.A.1](#), [9.1.12.A.2](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

Domain: Reading Literature		
Cluster: Grades 11-12		
Standards: RL.11-12.1 ; RL.11-12.2 ; RL.11-12.3 ; RL.11-12.4 ; RL.11-12.5 ; RL.11-12.6 ; RL.11-12.7 ; RL.11-12.8 ; RL.11-12.9 ; RL.11-12.10 ; 9.1.12.A.2 ; 9.1.12.E.2 ; 9.1.12.C.4 ; 9.1.12.D.1 ; 9.4.12.D.1 ; 9.4.12.D.10 ; 9.4.12.D.11 ; 9.4.12.D.12 ; 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> How do authors use literary devices to evoke responses from readers? What is our cultural and historical legacy as Americans? How does learning vocabulary enhance communication? 	<ul style="list-style-type: none"> Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium Reading expands understanding of the world, its people and oneself. Developing vocabulary improves reading comprehension and involves applying knowledge of word meaning and word relationships. 	<ul style="list-style-type: none"> Reflect individually, in pairs, and/or in small groups after reading and discussing a work or a pairing of works as a class. Respond to prompts based on selected reading using textual evidence to support their answers. Engage in sustained silent reading Engage in guided reading activities led by the teacher or through use of audio books Compare/contrast reading with multiple forms of media (visual/auditory)
Content Statements	Sample Questions	
<ul style="list-style-type: none"> By the end of the year, students can read and comprehend literature including stories, dramas and poems in the grades 11-12 band proficiently, with scaffolding as needed. Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments. Examine foundational literary works, speeches, and documents; build historical knowledge. Examine how authors use devices and structure to develop unique styles, analysis of satire. Determine author's purpose, analyze how a central idea is developed, evaluate and compare effective arguments. Analyze author's choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts. 	<ul style="list-style-type: none"> Can you explain how Victor's abandonment affected The Creature in <i>Frankenstein</i>? How might the story of <i>Jane Eyre</i> have ended differently if Jane had not gone back to visit her aunt? Make and support implied inferences about implied causes and effects in <i>And Then There Were None</i>. 	

<ul style="list-style-type: none"> ● Use of language, irony and characterization to convey political and social views of the time period ● Development of central idea through the author’s text structure. ● Development of characters to impact the theme of a text. ● Determine an author’s central idea, point of view, purpose, and rhetorical style. ● Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire. 		
<p>Assessments: Teachers use a variety of formative and summative assessments to provide ongoing feedback and evaluate student learning; exit cards; mini-quizzes; cold-read assessments (students will read text/texts independently and answer a series of multiple choice and constructed-response questions. Texts may also be multi-media texts. e.g.,video, interactive graphics, etc.)</p>		<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Glencoe British Literature online textbook ● Grade 12 Approved Reading List ● iTunesU ● Shmoop ● YouTube ● TedTalks ● Podcasts
<p><i>To show evidence of meeting this standard, students may:</i> Write a response using at least three specific examples of textual evidence in order to support an original thesis statement about the work’s theme. Cite evidence with page numbers using MLA format.</p> <p>Students will express their final understanding of their anchor text and demonstrate meeting the expectations of the standards through a written essay.</p>		
<p>Equipment Needed: Chromebooks, projectors, novels, textbooks, online resources.</p>		

Domain: Reading Informational Texts		
Cluster: Grades 11 and 12		
Standards: RI.11-12.1 , RI.11-12.2 , RI.11-12.3 , RI.11-12.4 , RI.11-12.5 , RI.11-12.6 , RI.11-12.7 , RI.11-12.8 , RI.11-12.9 , RI.11-12.10 ; 9.1.12.A.2 ; 9.1.12.F.2 ; 9.1.12.C.4 ; 9.1.12.D.1 ; 9.4.12.D.1 ; 9.4.12.D.10 ; 9.4.12.D.11 ; 9.4.12.D.12 ; 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> • How do readers construct meaning from text? • What do readers do when they do not understand everything in text? • Why is it important to use background knowledge while reading? • Why do we need to evaluate what we read? 	<ul style="list-style-type: none"> • Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text • Strategic readers can develop, select and apply strategies to enhance their comprehension • Readers use strategies to construct meaning • Readers develop a deeper understanding through reflection of text 	<ul style="list-style-type: none"> • Reflect individually, in pairs, and/or in small groups after reading and discussing a work or a pairing of works as a class. • Respond to prompts based on selected reading using textual evidence to support their answers. • Engage in sustained silent reading • Engage in guided reading activities led by the teacher or through use of audio books • Compare/contrast reading with multiple forms of media (visual/auditory) • Determine the main idea of a text and explain how it is supported by key details; summarize the text • Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Content Statements	<p style="text-align: center;">Sample Questions</p> <ul style="list-style-type: none"> • What information can you gather to support your idea about the theme of this passage? • How would you explain multiple perspectives/issues within or across time periods, events, or cultures? • What conclusions can you draw about how the events in the text might impact the world today? 	
<ul style="list-style-type: none"> • By the end of the year, students can read and comprehend informational text in the 11-12 band proficiently, with scaffolding as needed. • Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments. • Examine foundational works, speeches, and documents; build historical knowledge. • Determine author’s purpose, analyze how a central idea is developed, evaluate and compare effective arguments. 		

Assessments Teachers use a variety of formative and summative assessments to provide ongoing feedback and evaluate student learning; exit cards; mini-quizzes, cold-read assessment tasks (Students will read text/texts independently and answer a series of multiple choice and constructed-response questions. Texts may also be multi-media texts. e.g., video, interactive graphics, etc.).
<i>To show evidence of meeting this standard, students may:</i> Write a response using at least three specific examples of textual evidence in order to support an original thesis statement about the work's theme. Cite evidence with page numbers using MLA format. Students will express their final understanding of their anchor text and demonstrate meeting the expectations of the standards through a written essay.
Equipment Needed: Chromebooks, projectors, novels, textbooks, online resources.

Teacher Resources <ul style="list-style-type: none">● Hudson County Curriculum Consortium● North Bergen High School Media Center● Google Classroom● Glencoe British Literature online textbook● Grade 12 Approved Reading List● iTunesU● Shmoop● YouTube● TedTalks● Podcasts
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Domain: Writing		
Cluster: Grades 11-12		
Standards: W.11-12.1 ; W.11-12.2 ; W.11-12.3 ; W.11-12.4 ; W.11-12.5 ; W.11-12.6 ; W.11-12.7 ; W.11-12.8 ; W.11-12.9 ; W.11-12.10 ; 8.1.12.A.1 ; 8.1.12.A.2 ; 8.1.12.D.2 ; 8.1.12.D.4 ; 8.1.12.E.1 ; 8.2.12.B.3 ; 9.1.12.A.2 ; 9.1.12.F.2 ; 9.1.12.C.4 ; 9.1.12.D.1 ; 9.4.12.D.1 ; 9.4.12.D.10 ; 9.4.12.D.11 ; 9.4.12.D.12 ; 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> • What are effective and efficient ways to conduct, create, and present academic research? • What are different ways of engaging with texts? • In what ways does creative writing establish a clear connection between authorial intent and reader interpretation? • How do creative responses help engage readers? • How is information organized? • Why is information organized in different ways? • Why do we ask questions? • How do various intended audiences impact writing style and technique? 	<ul style="list-style-type: none"> • Writers rely on a variety of resources to obtain information. • New information may result in a new idea or a change of stance. • Writers have a purpose for writing. • Writing is a multi-stage process. • Writing is a reflective process. • Writers use a repertoire of strategies to enable them to vary form and style, in order to write for different purposes, audiences and contexts 	<ul style="list-style-type: none"> • Participate in Media Center Database research. • Engage in peer editing. • Literature Review • Create student generated questions . • Compose written responses to visual or auditory prompts in gallery walks. • Create topic proposals. • Generate response, personal narrative, critical and analytical writing • Create poetry, short stories, reimagined texts, dialogue between authors and/or characters, memoirs. • Conduct and/or participate in writing workshops . • Engage in active note taking. • Engage in “silent discussions” • Engage in “mimic writing”
Content Statements	Sample Questions	
<ul style="list-style-type: none"> • Evaluate difference between plagiarism and research • Use various techniques to explore the writing process. • Provide evidence to effectively express a situation, experience, or dilemma. 	<ul style="list-style-type: none"> • Write a thesis, drawing conclusions from multiple sources. • Apply information from one text to another text to develop a persuasive argument. • What information can you gather to support your position on a controversial topic? 	

Assessments: Thesis statement, rough draft, works cited page , final draft, data summary, peer assessment, conferencing, MLA rubric, teacher observation, student participation rubric, teacher generated rubrics based on writing standards,	Teacher Resources <ul style="list-style-type: none">● Hudson County Curriculum Consortium● North Bergen High School Media Center● Google Classroom● Glencoe British Literature online textbook● Grade 12 Approved Reading List● iTunesU● Shmoop● YouTube● TedTalks● Podcasts● Noodletools & Easybib● Research Paper Procedure (2009)- MLA Handbook for Writers of Research Papers Seventh Edition● Purdue OWL Online Writing Lab (MLA Format)● Oxford English Dictionary	
<i>To show evidence of meeting this standard, students may:</i> Write a response using at least three specific examples of textual evidence in order to support an original thesis statement about the work's theme. Cite evidence with page numbers using MLA format. Students will express their final understanding of their anchor text and demonstrate meeting the expectations of the standards through a written essay. Students will read a text/texts independently and answer a series of multiple choice and constructed-response questions. Texts may also be multi-media texts, e.g., video, interactive graphics, etc.		
Equipment Needed: Chromebooks, projectors, novels, textbooks, online resources.		

Domain: Speaking and Listening		
Cluster: Grades 11-12		
Standards: SL.11-12.1 , SL.11-12.2 , SL.11-12.3 , SL.11-12.4 , SL.11-12.5 , SL.11-12.6 ; 9.1.12.A.2 ; 9.1.12.F.2 ; 9.1.12.C.4 ; 9.1.12.D.1 ; 9.4.12.D.1 ; 9.4.12.D.10 ; 9.4.12.D.11 ; 9.4.12.D.12 ; 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> • What is my role in communication as a listener, as a speaker, and as a thinker? • How does the presentation of information, concepts, and ideas affect the way they are understood? • How does the proper use of grammar and vocabulary impact communication skills? • Why adapt communication for different purposes and audiences? • What is the role of speaking and listening in effective communication? 	<ul style="list-style-type: none"> • Listening, and speaking skills are critical for learning and communication. • The choices people make in how they organize, edit, rehearse, and deliver their message affects how well their message is received and understood. • Language learning involves acquiring strategies to effectively communicate through the proper use of grammar and vocabulary. • Listening and speaking are skills that are learned through practice and modeling. • Communication is effective when the recipient of a message understands its meaning and can express that meaning back to the speaker or sender of the message. 	<ul style="list-style-type: none"> • Initiate and participate in a range of collaborative discussions-teacher-led, student- led, small group, one-on-one, socratic seminar, etc. • Create and/or respond to a variety of discussion topics in a range of collaborative discussions. • Assign and fulfill individual roles in collaborative discussions. • Participate in teacher created pre-determined groups which are created through a variety of differentiated instructional strategies. • Determine participants of small groups based on individual preferences and learning styles. • Present information, findings, and supporting evidence of any topic related to the literature to the whole class, a small group, and/or to one other peer. • Incorporate a form of digital media in order to effectively enhance understanding. • Examine and evaluate forms of communication in a variety of contexts and tasks. • Generate clear goals and deadlines in order to successfully complete a collaborative assignment. • Participate and/or observe and evaluate a debate. • Engage with an audiobook, podcast, TED talk, etc. in relation to the unit of study.
Content Statements	Sample Questions	
<ul style="list-style-type: none"> • Initiate and participate in a variety of collaborative discussions (e.g. one-on-one, in groups, teacher-led, Socratic seminars, debates). • Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, 	<ul style="list-style-type: none"> • What is your interpretation of this text? Support your rationale with appropriate textual evidence. • Gather, organize, and interpret information from multiple sources. • Examine and explain alternative perspectives across a variety of sources. 	

<ul style="list-style-type: none"> ● Evaluate a speaker's point of view, reasoning, and stance based upon word choice, points of emphasis, and tone used. ● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. ● Use digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding,, reasoning, and evidence. 		
<p>Assessments Teacher created discussion rubric, teacher created presentation, class participation rubric, self- evaluation, peer- evaluation, use of digital media in a presentation, teacher observation.</p>	<p style="text-align: center;">Teacher Resources</p> <ul style="list-style-type: none"> ● Hudson County Curriculum Consortium ● North Bergen High School Media Center ● Google Classroom ● Glencoe British Literature online textbook ● Grade 12 Approved Reading List ● iTunesU ● Shmoop ● YouTube ● TedTalks ● Podcasts ● Interpersonal communication model ● Interpersonal Messages by Joseph A. DeVito, Chapter 1: Foundations of Interpersonal Communication ● TED talks ● The Moth 	
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>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.</p>		
<p>Equipment Needed: TV, DVD player, Projector, Chromebooks, Speakers, Computer.</p>		

Domain: Language		
Cluster: Grades 11-12		
Standards: L.11-12.1 , L.11-12.2 , L.11-12.3 , L.11-12.4 , L.11-12.5 , L.11-12.6 ; 9.1.12.A.2 ; 9.1.12.F.2 ; 9.1.12.C.4 ; 9.1.12.D.1 ; 9.4.12.D.1 ; 9.4.12.D.10 ; 9.4.12.D.11 ; 9.4.12.D.12 ; 9.4.12.D.13		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> • What is the purpose of applying grammar and mechanical skills? • How does word choice affect meaning? • How do rules of language affect communication? • Why is correct spelling important? 	<ul style="list-style-type: none"> • Rules, convention of language help readers understand what is being communicated • Words powerfully affect meaning • People communicate through words • Written communication and mechanics promote fluency of communication • Conventional spelling promotes common understanding 	<ul style="list-style-type: none"> • Engage in peer editing. • Literature Review • Create student generated questions . • Compose written responses to visual or auditory prompts in gallery walks. • Create topic proposals. • Generate response, personal narrative, critical and analytical writing • Create poetry, short stories, reimagined texts, dialogue between authors and/or characters, memoirs. • Conduct and/or participate in writing workshops . • Engage in active note taking. • Engage in “silent discussions” • Engage in “mimic writing” • Grammar, usage, spelling mini-lessons
Content Statements	Sample Questions	
<ul style="list-style-type: none"> • Use various techniques to explore the writing process. • Provide evidence to effectively express a situation, experience, or dilemma. 	<ul style="list-style-type: none"> • How can you determine the meaning of unknown words and phrases in the passage? • Can you identify figurative language within the passage? • What errors is language mechanics can you find in this passage? 	

Assessments Quizzes, tests, peer assessment, conferencing,, teacher observation, student participation rubric, teacher generated rubrics based on language standards, short and extended writing tasks.	Teacher Resources <ul style="list-style-type: none">● Hudson County Curriculum Consortium● North Bergen High School Media Center● Google Classroom● Glencoe British Literature online textbook● Grade 12 Approved Reading List● iTunesU● Shmoop● YouTube● TedTalks● Podcasts● Noodletools & Easybib● Research Paper Procedure (2009)- MLA Handbook for Writers of Research Papers Seventh Edition● Purdue OWL Online Writing Lab (MLA Format)● Oxford English Dictionary
<i>To show evidence of meeting this standard, students may:</i> Students will demonstrate effective, accurate use of language conventions and mechanics in a variety of short and extended writing tasks.	
Equipment Needed: Chromebooks, projectors, textbooks, online resources.	