

## North Bergen School District Benchmarks

**Grade:** 11

**Subject:** English Language Arts 3 (American Literature)

**First Marking Period:**

- Analyze foundational US documents for their themes, purposes and rhetorical feature ([NJSLSA.R9](#))
- Demonstrate knowledge of foundational works of American literature such as Declaration of Independence ([NJSLSA.R8](#), [NJSLSA.R9](#))
- Determine the meaning of words and phrases as they are used in text ([NJSLSA.R9](#))
- Write open-ended responses to prompts citing textual evidence from text ([NJSLSA.W1](#))
- Participate in a range of collaborative discussions (in groups and teacher-led) ([NJSLSA.SL1](#), [9.1.12.A.1](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#))

**Second Marking Period:**

- Write informative/expository texts to develop a topic ([NJSLSA.W2](#))
- Refer to evidence from texts to stimulate class discussions ([NJSLSA.SL4](#))
- Interpret figures of speech in context and analyze their roles in text ([NJSLSA.L5](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

**Third Marking Period:**

- Conduct a research project, synthesizing multiple sources on the subject ([NJSLSA.W4](#), [NJSLSA.W7](#), [NJSLSA.W8](#), [NJSLSA.W9](#))
- Use technology to produce, publish writing products ([NJSLSA.W6](#), [NJSLSA.W10](#), [8.1.12.A.2](#))
- Analyze multiple interpretations of a story, drama or poem ([NJSLSA.SL2](#), [NJSLSA.R7](#))
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach ([NJSLSA.W5](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

**Fourth Marking Period:**

- Write arguments to support claims in an analysis on substantive topics or texts ([NJSLSA.W10](#), [NJSLSA.W1](#))
- Acquire and use accurately general academic and domain-specific words and phrases ([NJSLSA.SL6](#))
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric ([NJSLSA.SL3](#), [NJSLSA.L3](#))
- Show comprehension of fiction and nonfiction representatives of American literature ([NJSLSA.R9](#), [NJSLSA.R10](#))
- Demonstrate command of the conventions of standard English grammar and usage ([NJSLSA.L1](#), [NJSLSA.L2](#))

<b>Domain:</b> Reading Literature		
<b>Cluster:</b> Grades 11-12		
<b>Standards:</b> <a href="#">RL.11-12.1</a> ; <a href="#">RL.11-12.2</a> ; <a href="#">RL.11-12.3</a> ; <a href="#">RL.11-12.4</a> ; <a href="#">RL.11-12.5</a> ; <a href="#">RL.11-12.6</a> ; <a href="#">RL.11-12.7</a> ; <a href="#">RL.11-12.8</a> ; <a href="#">RL.11-12.9</a> ; <a href="#">RL.11-12.10</a> ; <a href="#">9.1.12.A.1</a> ; <a href="#">9.1.12.A.2</a> ; <a href="#">9.1.12.F.2</a> ; <a href="#">9.1.12.C.4</a> ; <a href="#">9.1.12.D.1</a> ; <a href="#">9.4.12.D.1</a> ; <a href="#">9.4.12.D.10</a> ; <a href="#">9.4.12.D.11</a> ; <a href="#">9.4.12.D.12</a> ; <a href="#">9.4.12.D.13</a>		
Essential Questions	Enduring Understandings	Activities, Investigations and Student Experiences
<ul style="list-style-type: none"> <li>How do authors use literary devices to evoke responses from readers?</li> <li>What is our cultural and historical legacy as Americans?</li> <li>How does learning vocabulary enhance communication?</li> </ul>	<ul style="list-style-type: none"> <li>Reading is a process by which we construct meaning about the information being communicated by an author within a print or non-print medium</li> <li>Reading expands understanding of the world, its people and oneself.</li> <li>Developing vocabulary improves reading comprehension and involves applying knowledge of word meaning and word relationships.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect individually, in pairs, and/or in small groups after reading and discussing a work or a pairing of works as a class.</li> <li>Respond to prompts based on selected reading using textual evidence to support their answers.</li> <li>Engage in sustained silent reading</li> <li>Engage in guided reading activities led by the teacher or through use of audio books</li> <li>Compare/contrast reading with multiple forms of media (visual/auditory)</li> </ul>
Content Statements	Sample Questions	
<ul style="list-style-type: none"> <li>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.</li> <li>Compare and contrast texts that present various perspectives, build historical knowledge, develop arguments.</li> <li>Examine foundational literary works, speeches, and documents; build historical knowledge.</li> <li>Examine how authors use devices and structure to develop unique styles, analysis of satire.</li> <li>Determine author's purpose, analyze how a central idea is developed, evaluate and compare effective arguments.</li> <li>Analyze author's choices in their development of theme/central ideas, compare and contrast similar ideas across multiple texts.</li> </ul>	<ul style="list-style-type: none"> <li>How is the theme of <i>The Crucible</i> related to the theme of <i>Inherit the Wind</i>?</li> <li>How would you adapt the <i>The Great Gatsby</i> to create a different ending?</li> <li>How would you describe the sequence of events in "The Pit and the Pendulum"?</li> </ul>	

<ul style="list-style-type: none"> <li>● Use of language, irony and characterization to convey political and social views of the time period</li> <li>● Development of central idea through the author’s text structure.</li> <li>● Development of characters to impact the theme of a text.</li> <li>● Determine an author’s central idea, point of view, purpose, and rhetorical style.</li> <li>● Development of an author’s point of view and a text’s central ideas through use of rhetoric, specifically satire.</li> </ul>		
<p><b>Assessments:</b>          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;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> <li>● <a href="#">North Bergen High School Media Center</a></li> <li>● <a href="#">Google Classroom</a></li> <li>● <a href="#">Glencoe: American Literature online textbook</a></li> <li>● <a href="#">Grade 11 Approved Reading List</a></li> <li>● <a href="#">iTunesU</a></li> <li>● <a href="#">Shmoop</a></li> <li>● <a href="#">YouTube</a></li> <li>● <a href="#">TedTalks</a></li> <li>● <a href="#">Podcasts</a></li> </ul>
<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><b>Equipment Needed:</b>          ChromeBooks, projectors, novels, textbooks, online resources.</p>		

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

<p><b>Assessments</b></p> <p>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.).</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"><li>● <a href="#">Hudson County Curriculum Consortium</a></li><li>● <a href="#">North Bergen High School Media Center</a></li><li>● <a href="#">Google Classroom</a></li><li>● <a href="#">Glencoe: American Literature online textbook</a></li><li>● <a href="#">Grade 11 Approved Reading List</a></li><li>● <a href="#">iTunesU</a></li><li>● <a href="#">Shmoop</a></li><li>● <a href="#">YouTube</a></li><li>● <a href="#">TedTalks</a></li><li>● <a href="#">Podcasts</a></li></ul>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>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><b>Equipment Needed:</b></p> <p>ChromeBooks, projectors, novels, textbooks, online resources.</p>	

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

<p><b>Assessments:</b> Thesis statement, rough draft, <a href="#">works cited page</a>, final draft, data summary, peer assessment, conferencing, MLA rubric, teacher observation, student participation rubric, teacher generated rubrics based on writing standards.</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> <li>● <a href="#">North Bergen High School Media Center</a></li> <li>● <a href="#">Google Classroom</a></li> <li>● <a href="#">Glencoe: American Literature online textbook</a></li> <li>● <a href="#">Grade 11 Approved Reading List</a></li> <li>● <a href="#">iTunesU</a></li> <li>● <a href="#">Shmoop</a></li> <li>● <a href="#">YouTube</a></li> <li>● <a href="#">TedTalks</a></li> <li>● <a href="#">Podcasts</a></li> <li>● <a href="#">Noodletools &amp; Easybib</a></li> <li>● <a href="#">Research Paper Procedure (2009)- MLA Handbook for Writers of Research Papers Seventh Edition</a></li> <li>● <a href="#">Purdue OWL Online Writing Lab (MLA Format)</a></li> </ul>
<p><i>To show evidence of meeting this standard, students may:</i></p> <p>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>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.</p>	
<p><b>Equipment Needed:</b> ChromeBooks, projectors, novels, textbooks, online resources.</p>	

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



<ul style="list-style-type: none"> <li>● Evaluate a speaker's point of view, reasoning, and stance based upon word choice, points of emphasis, and tone used.</li> <li>● Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>● Use digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding,, reasoning, and evidence.</li> </ul>		
<p><b>Assessments</b>          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;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> <li>● <a href="#">North Bergen High School Media Center</a></li> <li>● <a href="#">Google Classroom</a></li> <li>● <a href="#">Glencoe: American Literature online textbook</a></li> <li>● <a href="#">Grade 11 Approved Reading List</a></li> <li>● <a href="#">Interpersonal communication model</a></li> <li>● <a href="#">Interpersonal Messages</a> by Joseph A. DeVito, Chapter 1: Foundations of Interpersonal Communication</li> <li>● <a href="#">TED talks</a></li> <li>● <a href="#">The Moth</a></li> </ul>	
<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><b>Equipment Needed:</b> TV, DVD player, Projector, Chromebooks, Speakers, Computer.</p>		

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

<p><b>Assessments</b>          Quizzes, tests, peer assessment, conferencing,, teacher observation, student participation rubric, teacher generated rubrics based on language standards, short and extended writing tasks.</p>	<p style="text-align: center;"><b>Teacher Resources</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Hudson County Curriculum Consortium</a></li> <li>● <a href="#">North Bergen High School Media Center</a></li> <li>● <a href="#">Google Classroom</a></li> <li>● <a href="#">Glencoe: American Literature online textbook</a></li> <li>● <a href="#">Grade 11 Approved Reading List</a></li> <li>● <a href="#">iTunesU</a></li> <li>● <a href="#">Shmoop</a></li> <li>● <a href="#">YouTube</a></li> <li>● <a href="#">TedTalks</a></li> <li>● <a href="#">Podcasts</a></li> <li>● <a href="#">Noodletools &amp; Easybib</a></li> <li>● <a href="#">Research Paper Procedure (2009)- MLA Handbook for Writers of Research Papers Seventh Edition</a></li> <li>● <a href="#">Purdue OWL Online Writing Lab (MLA Format)</a></li> </ul>
<p><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.</p>	
<p><b>Equipment Needed:</b>          ChromeBooks, projectors, textbooks, online resources.</p>	