I. RATIONALE, DESCRIPTION AND PURPOSE

The formal study of language and literature derives from and enhances our understanding of human communication in all of its expressions. The English curriculum of Westfield High School seeks to develop students’ facility with language arts through reading, writing, speaking, listening, and viewing experiences that incorporate critical thinking, problem solving, writing process, personal and creative expression, cooperative learning, research and utilization of technology. Emphasis is placed on learning as a dynamic process so that the skills practiced in high school continue to empower students as lifetime learners and as thinking, compassionate citizens of the global community. In addition, language skills are taught within the context of real-world reading, speaking and writing experiences in order to emphasize the value of verbal and written communication in an increasingly technological world. Through formal study of an ever-expanding, inclusive canon of American literature, incorporating a variety of genres and perspectives, students develop an awareness of the diversity of the American experience and respect for the human voice in its many rich and varied expressions.

English III Honors: American Voices is an advanced version of the required junior English course for the student who satisfies the following qualifications:

A. The ability to read independently and analyze complex texts
B. A love of language and literature
C. The willingness and ability to think critically, analytically and creatively
D. An appreciation for the value of close reading
E. Active participation in class
F. The ability to make thoughtful and independent contributions to discussions
G. The willingness to challenge others’ viewpoints in written work and discussion
H. A mastery of the essential skills of expository writing  
I. The ability to write in various modes  
J. The willingness to take risks and experiment with a range of written styles, forms, and approaches  
K. The acceptance of constructive criticism  
L. A commitment to rigorous revision and editing  
M. The willingness and ability to assess accurately one’s own learning  
N. Effective time management  
O. Consistent A/B+ performance in previous English classes.

The honors level student demonstrates not only mature motivation and genuine commitment to learning but also an appreciation for the subtleties of the craft of writing. Relative to the course expectations for English III, the honors student is expected to achieve the following performance expectations:

A. Read more extensively  
B. Study and discuss literature in greater depth  
C. Write more comprehensive and varied compositions  
D. Complete more independent reading and analysis  
E. Experiment with more sophisticated elements of style and voice  
F. Demonstrate a more profound understanding of the relationship between historical context and the literature of a given period

The content of the English III Honors curriculum parallels that of the English III course of study. An emphasis is placed on the diversity and cultural richness of the American experience, which includes Native American works, Puritan literature, revolutionary voices, abolitionist rhetoric, slave narratives, transcendental philosophy, Gothic tales, regional literature, and the energetic range of 20th and 21st century expressions of the experiences of immigrants, soldiers, flappers, wanderers, protestors and ordinary citizens. Emphasizing either the chronological sweep of American literature or a thematic development of important issues and ideas, English III offers all students the opportunity to express themselves as independent thinkers within the context of their rich heritage. Through juxtaposing student voices in the classroom with the voices of the authors of the texts, the course emphasizes the value and power of individuality and honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.
II. OBJECTIVES

The following objectives are aligned with the New Jersey Student Learning Standards for: English Language Arts, Social Studies (6.3), 21st-Century Life and Career Skills (Standard 9.1), Technology (Standards 8.1 and 8.2); and the New Jersey Competencies for Social and Emotional Learning.

A. Through a variety of reading experiences, using either a thematic or a chronological approach to American literature, the students:

1. Apply knowledge of literary theory and schools of criticism to explore and analyze the diversity and richness of American voices - discovering the universal and idiosyncratic aspects of the American experience

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,6,10, RI11-12.1,2,3,6,10
   NJ Student Learning Standards for Social Studies 6.3
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways

2. Analyze, through specific representative writings, the major literary movements of Puritanism, Romanticism, Transcendentalism, Realism, Naturalism, Modernism and Post-Modernism

   NJ Student Learning Standards for English Language Arts RL11-12.5,6,7,10; RI11-12.3,5,6,7,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds

3. Apply a variety of annotation and note-taking strategies to select relevant and useful evidence in support of a nuanced or original argument

   NJ Student Learning Standards for English Language Arts RL11-12.3,4; RI11-12.3,4; L11-12.4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals
   Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

4. Analyze how fiction and nonfiction texts mirror the social, cultural, political, moral, religious, philosophical and/or intellectual climate of the time during which they were written.

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,3,5; L11-12.5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings. Responsible Decision-Making: evaluate personal, ethical, safety and civic impact of decisions

5. Explain and critique the writer’s use of craft and structure in various genres, including nonfiction texts, to communicate theme and tone

   NJ Student Learning Standards for English Language Arts RL11-12.1,2,4,5,6; RI11-12.4,5,6
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   New Jersey Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals
6. Synthesize information or details from a scholarly variety of sources to comment upon a singular idea or series of related ideas
   NJ Student Learning Standards for English Language Arts RL11-12.7,9
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others; demonstrate an awareness of the differences among individuals, groups and others’ cultural backgrounds; demonstrate an understanding of the need for mutual respect when viewpoints differ; demonstrate an awareness of the expectations for social interactions in a variety of settings

7. Identify, analyze and evaluate an author’s use of rhetoric (e.g. diction, style and syntax) to convey theme, tone and point of view
   NJ Student Learning Standards for English Language Arts RL11-12.5,6; RI11-12.5,6; L.11-12.3,5
   NJ Student Learning Standards for Technology 8.1
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Social-Awareness: recognize and identify the thoughts, feelings and perspectives of others

8. Analyze the relationship between the nuanced elements of literature and those of other art forms, such as film, music, and artwork
   NJ Student Learning Standards for English Language Arts RL11-12.7, RI11-12.7
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals

B. Through a variety of writing experiences, such as argumentative and expository essays, personal narratives, journals, reading and learning logs, in-class writing, research-based writing and other forms, students:

1. Engage with the writing process to improve competency and efficiency within each stage, and to apply knowledge of diverse forms and structural techniques
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4,5; L.11-12.1,2,3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

2. Employ sophisticated variations in voice, tone, diction and structure relative to the audience and purpose of the written form
   NJ Student Learning Standards for English Language Arts W.11-12.2,3,4,10; L.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Responsible Decision Making: identify the consequences associated with one’s actions in order to make constructive choices

3. Compose essays of varied lengths and structures which support an original thesis derived from independent reading or inquiry
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
4. Demonstrates mastery of a variety of introductory strategies that are original, engaging, and relevant to the controlling purpose of the thesis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2,4
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

5. Synthesize a variety of texts to compose an original thesis statement that exposes a sophisticated position
   NJ Student Learning Standards for English Language Arts W.11-12.1,4,5
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

6. Synthesize multiple sources or details into coherent body paragraphs that are directed by well-developed, relevant topic sentences and bolstered by sufficient and insightful analysis
   NJ Student Learning Standards for English Language Arts W.11-12.1,2
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

7. Use a wide variety of transitional words and phrases between and within paragraphs to sustain a fluid and cohesive essay
   NJ Student Learning Standards for English Language Arts W.11-12.4; L11-12.3
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

8. Smoothly and effectively incorporate textual information, both quoted and paraphrased, as an organic part of supporting an argument or exposition
   NJ Student Learning Standards for English Language Arts W.11-12.1,24,8,9,10
   NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

9. Compose logical and sophisticated conclusions that demonstrate the significance of an argument or exposition
   New Jersey Student Learning Standards for English Language Arts W.11-12.1,2,3; L.11-12.1,2
   New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
   NJ Competencies for Social and Emotional Learning
   Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

10. Demonstrate increased precision and variety in vocabulary; attention to sentence structure to fit purpose, audience needs, and genre conventions; apply knowledge of conventions (e.g. grammar in writing, especially stylistic choices for words including correct parallelism, precise diction, repetition, active voice and passive voice)
    NJ Student Learning Standards for English Language Arts W.11-12.1,2,3,5; L.11-12 1,2,3,6
    New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1
    NJ Competencies for Social and Emotional Learning
    Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
    Relationship Skills: utilize positive communication and social skills to interact effectively with others
    Self-Awareness: recognize one’s personal traits, strengths and limitations
11. Apply prior feedback and self-reflection to rigorously evaluate and revise one's own work as well as that of peers

- New Jersey Student Learning Standards for English Language Arts W.11-12.10
- New Jersey Student Learning Standards for 21st-Century Life and Careers Standard 9.1

NJ Competencies for Social and Emotional Learning

- Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges
- Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Relationship Skills: utilize positive communication and social skills to interact effectively with others
- Responsible Decision Making: identify the consequences associated with one’s actions in order to make constructive choices

C. Through a variety of research-based projects designed to build research and media science skills, students:

1. Define an appropriate scope for research, and apply relevant research skills to the production of a unified, scholarly, and original thesis-driven research paper

- NJ Student Learning Standards for English Language Arts W.11-12.8, RI.11-12.8
- NJ Student Learning Standards for Technology 8.1
- NJ Student Learning Standards for 21st Century Life & Careers 9.1, 9.2

NJ Competencies for Social and Emotional Learning

- Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

2. Select and evaluate a variety of scholarly sources, as well as an appropriate balance of primary and secondary sources, to conduct research

- NJ Student Learning Standards for English Language Arts RI.11-12.1, 2, 7; W.11-12.7-8
- NJ Student Learning Standards for Technology 8.1
- NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

NJ Competencies for Social and Emotional Learning

- Self-Management: Recognize the skills needed to establish and achieve personal and educational goals. Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Responsible Decision Making: Develop, implement and model effective problem solving and critical thinking skills
- Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

3. Compile notes in accordance with an established format; differentiate between fact and opinion, generalities and concrete evidence, primary and secondary sources, and pertinent and irrelevant information; smoothly and clearly integrate this variety of information in a way that shows its relevance

- NJ Student Learning Standards for English Language Arts RI.11-12.7, 8, 9; W.11-12.9
- NJ Student Learning Standards for Technology 8.1
- NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

NJ Competencies for Social and Emotional Learning

- Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
- Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed

4. Generate proper and appropriate MLA source citations in accordance with academic integrity and plagiarism policy

- NJ Student Learning Standards for English Language Arts W.11-12.8
- NJ Student Learning Standards for Technology 8.1
- NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1

NJ Competencies for Social and Emotional Learning

- Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
- Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills
- Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed
5. Use diverse digital formats to present research findings to an authentic audience

NJ Student Learning Standards for English Language Arts RI.11-12.1,2,7; W.11-12.6; SL.11-12.1,4,5; L.11-12.2
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Responsible Decision Making: develop, implement and model effective problem solving and critical thinking skills

Relationship Skills: identify who, when, where, or how to seek help for oneself or others when needed.

D. Through a variety of communication experiences, students:

1. Exhibit sophistication and confidence in the development of one’s distinctive spoken voice

NJ Student Learning Standards for English Language Arts SL.11-12.1,4,5,6
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed

Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations; recognize the importance of self-confidence in handling daily tasks and challenges

2. Fulfill a variety of roles within partnership, small group and class discussions by carefully listening to, building upon, critically thinking about, questioning and/or appropriately responding to the viewpoints of peers and authors alike

NJ Student Learning Standards for English Language Arts SL.11-12.1,3,4; L.11-12.1,4,5,6
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed

Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

3. Speak and write logically, clearly, concisely, and creatively, deliberately and consistently using scholarly language and structures, including that of literary theory and the schools of criticism

NJ Student Learning Standards for English Language Arts SL.11-12.1; L.11-12.1,4,5,6
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

Relationship Skills: establish and maintain healthy relationships; utilize positive communication and social skills to interact effectively with others; identify ways to resist inappropriate social pressure; demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways; identify who, when, where, or how to seek help for oneself or others when needed

Self-Awareness: recognize one’s feelings and thoughts; recognize the impact of one’s feelings and thoughts on one’s own behavior; recognize one’s personal traits, strengths and limitations

4. Conduct formal and informal presentations of self-selected topics and/or inquiries; reflect on the outcomes of these presentations with increased attention to sophistication in style and delivery

NJ Student Learning Standards for English Language Arts SL.11-12.2,4,5,6
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning

Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals

Relationship Skills: utilize positive communication and social skills to interact effectively with others
5. Maximize audience engagement through the use technology (e.g. to create or share visual aids that support an oral presentation)

NJ Student Learning Standards for English Language Arts SL.11-12.1,6; L.11-12.1,4,5,6
NJ Student Learning Standards for Technology 8.1
NJ Student Learning Standards for 21st-Century Life and Careers Standard 9.1
NJ Competencies for Social and Emotional Learning
Self-Management: recognize the skills needed to establish and achieve personal and educational goals; identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals Relationship Skills: utilize positive communication and social skills to interact effectively with others

III. CONTENT, SCOPE AND SEQUENCE

The content of the English III Honors course in large part parallels that of the English III curriculum because the same literary texts can be made accessible to both student populations. Essentially, each unit in the honors course entails greater depth and breadth of research and analysis, which is reflected in the reading and writing requirements.

A. Literature:

The content, scope and sequence of the literature dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility to differentiate the selection of texts according to the individual’s and class’s readiness and interest levels within a thematic or chronological structure. In addition, the inclusion of a broad range of literary voices honors the diversity of race, class, gender, ethnicity, religion, experience and ideology that characterizes American culture.

Teachers may choose to approach the material thematically or chronologically. The suggested timeframe for selected units of study is six to eight weeks. Those who choose a thematic approach may choose selections from the following groups of questions:

1. Thematic Approach:
   a. How has the sacred informed our secular nation?
      1) How has the New England Way influenced the development of our identity as Americans?
      2) How did Puritan ideology and the culture of dissent influence our nation’s foundational doctrines?
      3) How does this ideology continue to inform our identity as a people?
   b. How has our relationship with the American landscape shaped our national ideology, as well as the identities of both individuals and communities?
      1) To what extent have Americans attempted to live in harmony with the wilderness?
      2) To what extent have Americans attempted to conquer it?
   c. How and why have American Indians been marginalized and stereotyped?
      1) How have individuals and communities worked to preserve traditional culture while simultaneously blending and assimilating with mainstream America?
      2) In what ways have Native Americans used literature to not only document, but also resist oppression?
   d. How has immigration defined and redefined the American culture?
      1) How has American culture and society both embraced and resisted immigrants?
      2) To what extent have immigrants assimilated into the ritual of the American consensus while still preserving aspects of their own culture?
e. What role has the American Dream played in our culture?
   1) What function has it served in our society?
   2) Has the dream been realized, deferred, or silenced?
   3) How do race, ethnicity, religion, gender, socioeconomic status, and sexual orientation affect the ability of the individual to realize his or her American Dream?
   4) Has the American Dream changed?

f. How has the legacy of slavery continued to inform race relations in America during the 20th and 21st centuries?
   1) Why and how was American slavery able to exist?
   2) What were the social and psychological impacts of slavery upon the slave, the slaveholder and the community?
   3) What are the social and psychological impacts of this legacy on African Americans? On white Americans?

g. What are the myths and the realities surrounding the American family?
   1) How have the currents in American society impacted the function of the American family?
   2) How do American notions of success and failure affect relationships between family members?

h. How have Americans responded to war?
   1) How does war demand ideological and rhetorical shifts to address the reality of a world in crisis?
   2) What is the role of the artist before, during and after wartime?

2. Chronological Approach:
   a. The Beginnings: Native Americans, Puritans, Pilgrims and Revolutionaries
   b. The Flowering of American Literature: The 1800’s
   c. The Growth of Regionalism, Realism and Naturalism in the late 1800’s and early 1900’s
   d. The Twentieth Century: Literary Modernism and Postmodernism
   e. Contemporary American Voices: Divergence and Diversity

B. Written Expression:

The composition component of the course is designed to offer teachers flexibility to differentiate written assignments according to the diverse needs/interests of the students. Students are encouraged to gain confidence and skill in the written expression of their own voices and to write about their own life experiences as well as literary text.

Students write in various modes and for different purposes. There is ample time provided for the writing process, including drafting, conferencing, re-writing, and publishing. In this course students expand their essay writing skills by composing numerous personal, analytical and argumentative essays. They also compose a lengthy research paper. As the school year advances, students compose increasingly complex and critical written assignments. Students also utilize many literary or informational texts to support a thesis statement and provide critical insight into a topic.

Additionally, students write many process and informal pieces. Over the course of the year
students may develop a writing portfolio that reflects their understanding of the writing process. The sequence of writings is coordinated with the overall organization of the course. This portfolio may include:

1. Analytical essays
2. Personal essays
3. Argumentative essays
4. Informal journal responses
5. Short essay tests
6. Creative writing such as poems, character sketches, memoir, drama and short fiction;
7. Timed in-class essays
8. Research paper

C. Research:

The content, scope and sequence of the research dimension of the course are designed to meet the needs of diverse learners by offering teachers flexibility in their ability to differentiate the choice of topics according to individual readiness and interest levels. Students experience the following essential stages of the research process; opportunities for reflection and goal-setting are embedded throughout the process:

1. Selecting an appropriate topic
2. Creating a working bibliography
3. Establishing a tentative thesis
4. Creating an annotated bibliography;
5. Taking notes according to an established format
6. Finalizing a thesis
7. Creating an outline or visual organizer
8. Composing a rough draft
9. Editing and revising in collaboration with peers and the teacher; and
10. Submitting a properly formatted and documented final draft

D. Communication:

The content, scope and sequence of the communication dimension of the course offer teachers opportunities to differentiate classroom experiences according to the learning styles of individual members of the class. Essential communication experiences may include:

1. Classroom, small-group, and partnership discussions
2. Individual and group-led discussions, presentations, and dramatizations
3. The viewing and analysis of performing and visual arts; and
4. Interacting via on-line blogs and message boards
IV. **INSTRUCTIONAL TECHNIQUES**

Because the learning process is dynamic, a variety of approaches is necessary to maximize student engagement. These approaches are used to meet the needs of students of varying abilities and interests as well as diverse learning preferences. The curriculum emphasizes critical and creative thinking and all modes of communication. A combination of techniques, emphasizing learning intentions, learning strategies, feedback and instructional delivery - and differentiated as needed - is strongly recommended; examples include, but are not limited to:

A. Direct instruction - whole group, small flexible group, and/or individual
   1. Close reading of mentor texts or assignment exemplars
   2. Modeled thinking and/or application
   3. Repeated reading
   4. Integration of technology

B. Deliberate practice/application - whole group, small group, and/or partnerships
   1. Classroom discussion - whole group, small group, and/or partnerships
      a. Essential questions
      b. Text dependent questions
      c. Conversation markers
      d. Debate
      e. Socratic seminar
      f. Fishbowl
   2. Writing to learn
      a. Concept mapping
         1) Annotating
         2) Note-taking
         3) Graphic organizing
         4) Outlining
      b. Prediction
      c. Journaling
      d. Summary and analysis
      e. Learning logs
      f. Do-now and/or exit slip
      g. Fictional dialogue
      h. Free write
   3. Collaborative learning with peers - small group and/or partnerships
      a. Literature circle/book club protocols
      b. Jigsaw
      c. Inquiry learning
      d. Reciprocal teaching
      e. Peer feedback
C. Metacognition
   1. Self-questioning
   2. Questions to guide learning
   3. Strategy monitoring (e.g. learning logs; “What helped me learn today?”)
   4. Transfer monitoring (e.g. “How do I know I learned…?”)

D. Interdisciplinary connections
   1. Outside presenters
   2. Field trips
   3. Virtual field trips

V. EVALUATION

The goal of evaluation is to make formal and informal assessments of students’ progress and development. A variety of assessment techniques and instruments is utilized, and differentiated as needed, to gauge students’ understanding and plan for instructional needs. Evaluation consists of a combination of diagnostic, formative, and summative assessment; examples include, but are not limited to:

A. Diagnostic assessments allow teachers to gauge students’ current knowledge of a topic or ability to execute a skill; this type of assessment is typically administered at the onset of a school year or unit of study.
   1. Pre-tests
   2. Class discussions/debates - partnerships, small group, or whole class
   3. Self-assessment and goal setting
   4. Conferencing
   5. Anecdotal teacher records

B. Formative assessments measure students’ growth and progress, are quickly administered as part of the instructional process, allow for feedback to be shared quickly and efficiently, and may or may not be graded.
   1. Process writing components
   2. Quizzes
   3. Annotations
   4. Text dependent questions
   5. Concept maps, outlines, and/or graphic organizers
   6. Self-assessment
   7. Peer assessment
   8. Journals
   9. Class discussions/debates - partnerships, small group, or whole class
   10. Presentations - individual, partnered, and small group
   11. Fishbowl
   12. Socratic Seminar
   13. Conferencing
   14. Anecdotal teacher records
C. Summative assessments are administered after instruction has been delivered and learning has taken place; it serves as a means for gauging the accumulation of student learning against the stated unit objectives. Students are encouraged to weigh their performance against SEL Competencies, specifically that of: self-awareness, self-management, responsible decision making, and relationship skills, while department members may use the outcomes to adjust approaches to planning and preparation for learning, instructional delivery, and/or formative assessment.

1. Tests; post-assessments (e.g. essential questions; text dependent questions)
2. Timed writings
3. Self-assessment
4. Final draft essays
5. Creative writing pieces
6. Evidence-based projects
7. Portfolios
8. Presentations - individual, partnered, and small group
9. Fishbowl
10. Socratic Seminar

VI. PROFESSIONAL DEVELOPMENT

The following are recommended components of the teacher’s professional development:
A. Observing colleagues’ classes to gather and share ideas
B. Attending professional development courses to learn about instructional strategies relevant to the course objectives and course materials
C. Attending conferences relating to differentiated instruction, technology, diversity, etc.
D. Consulting peer-reviewed print and digital professional learning resources such as professional periodicals and professional websites
APPENDIX I:

New Jersey Student Learning Standards for
English Language Arts 11-12

Grades 11-12

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students’ own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Grades 11-12

Progress Indicators for Reading Literature

Key Ideas and Details

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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.

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).
Craft and Structure

RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

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.

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).

Integration of Knowledge and Ideas

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. (e.g., Shakespeare and other authors.)

RL.11-12.8. (Not applicable to literature)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
Grades 11-12

Progress Indicators for Reading Informational Text

Key Ideas and Details

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

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.

Craft and Structure

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).

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.

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.

Integration of Knowledge and Ideas

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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11-12.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
Range of Reading and Level of Text Complexity

RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.

By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing
NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Note on range and content in student writing**

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**Grades 11-12**

**Progress Indicators for Writing**

**Text Types and Purposes**

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.

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.

B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.
A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge
W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
   B. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
   C.

Range of Writing

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.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.
Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening
To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Grades 11-12

Progress Indicators for Speaking and Listening

Comprehension and Collaboration

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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.

B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

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.
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.

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.

SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

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.

Presentation of Knowledge and Ideas

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
**Vocabulary Acquisition and Use**

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**Note on range and content of student language use**

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.
Grades 11-12

Progress Indicators for Language

Conventions of Standard English

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   A. Observe hyphenation conventions.
   B. Spell correctly.

Knowledge of Language

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.
   A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.
   A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
   B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
   C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
   D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
   B. Analyze nuances in the meaning of words with similar denotations.

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.

APPENDIX II:
New Jersey Student Learning Standards for Technology

STANDARD 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

STANDARD 8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

The entire standards document may be viewed at http://www.nj.gov/njded/cccs/.

APPENDIX III:

New Jersey Core Curriculum Content Standards for 21st-Century Life and Careers

STANDARD 9.1 21st-Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
APPENDIX IV:

New Jersey Competencies for Social and Emotional Learning

Social and emotional learning (SEL) refers to the process by which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to do the following: understand and manage emotions; set and achieve positive goals; feel and show empathy for others; and make responsible decisions. Students in SEL programs are more likely to attend school and receive better grades, and are less likely to have conduct problems. Successful infusion of SEL can result in positive behaviors, increased academic success, and caring communities.

The New Jersey Department of Education has been promoting social and emotional learning to enhance the building of positive school climates and the healthy development of young people.

The entire competency document may be viewed at https://www.state.nj.us/education/students/safety/sandp/sel/.

APPENDIX V:

Suggested Supplemental Resource Pairings – English III (2030, 2031, 2033)

A subcommittee of the Westfield High School English Department maintains a list of suggested supplemental resource pairings for the most widely utilized English 1 texts. As a living document, this list is regularly updated to reflect connections with current events and contemporary works;

the entire document may be viewed at:
https://docs.google.com/document/d/1t4mFOQ4O2kO2N2emUJSFs1c9inBnwNS1UpLaKcSeWr8/edit?usp=sharing