

12th Grade ELA Curriculum Maps

NOTE: Students taking 12th Grade ELA will complete the following units of study over the course of the school year although not necessarily in the order listed.

Unit of Study: College Application Essays

Unit of Study: *Death of a Salesman*

Unit of Study: *Hamlet*

Unit of Study: *Lord of the Flies*

Unit of Study: *Monster*

Unit of Study: *Sunrise Over Fallujah*

Unit of Study: Textual Annotation and Active Reading of Literary Texts

Grade: 12 Subject: ELA	Unit of Study: College Application Essays
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ College Essays are created as a result of practice, study, and attention to the components of essay writing, college admissions requirements, and the writing process.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Personal essay writing differs from standard 5-paragraph academic essay writing. ▪ The writing process is recursive; each step can be revisited several times in order to create strong, insightful writing. ▪ Prewriting in a Freewriting mode is an excellent means to generate topic ideas, examples and anecdotes for personal essay writing. ▪ Analysis of successful written models identifies and reinforces essential characteristics of writing success for any writing situation. ▪ Knowing and implementing what the audience expects and considers successful is a major factor in writing success.
Essential Questions	<ul style="list-style-type: none"> ▪ What is a college application essay? ▪ How do college application essays differ from standard 5-paragraph academic essays? ▪ What are the most effective techniques involved in writing successful college application essays? ▪ What style and content choices can a writer make to improve a college application essay? ▪ What factors do college admissions officers consider when they evaluate a college application essay as successful? ▪ What topics and stylistic methods contribute to the success of a college application essay?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Elements of a personal (college application) essay ▪ Advice/suggestions for successful college application essays from college admissions officers ▪ Models of successful college application essays ▪ Analytical and close reading skills ▪ Prewriting/freewriting to generate essay ideas/examples ▪ The recursive writing process ▪ The 6 Traits of Effective Writing ▪ Peer editing and evaluation
Standards	<p><i>LA.11-12.RI.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</i></p> <p><i>LA.11-12.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.</i></p>

	<p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</i></p> <p><i>LA.11-12.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i></p> <p><i>LA.11-12.W.11-12.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</i></p> <p><i>LA.11-12.W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i></p> <p><i>LA.11-12.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i></p> <p><i>LA.11-12.SL.11-12.1.a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p> <p><i>LA.11-12.SL.11-12.1.d - Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</i></p> <p><i>LA.11-12.L.11-12.1.a - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</i></p> <p><i>LA.11-12.L.11-12.2.b - Spell correctly.</i></p> <p><i>LA.11-12.L.11-12.5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</i></p> <p><i>LA.11-12.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.</i></p>
Materials/Resources	<ul style="list-style-type: none"> ▪ Xerox article: “The _____ That Changed My Life” ▪ Xerox article: “Interview with an Admissions Officer” ▪ Xerox article: “Admissions Essays Carry Increasing Clout for NJ College Applicants” ▪ Xerox packet: Sample “successful” college application essays ▪ Xerox excerpt from text: <i>What Can I Write About?</i>
Notes	

Grade: 12 Subject: ELA	Unit of Study: <i>Death of a Salesman</i>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ <i>Death of a Salesman</i> is an important American play which examines the American Dream and relevant cultural attitudes of the post WWII American experience through the lives of Willy Loman and his family. Students will interact with the text to evaluate, analyze, and appreciate the historical, cultural and literary statements provided by the text.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The exploration and examination of relevant social topics in texts enhances students' understanding of their own lives. ▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives. ▪ The elements of drama can be categorized into three major areas: literary elements, technical elements, and performance elements. ▪ The purpose of drama and staging is to share the human experience and pass down tradition and culture. ▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. ▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ How does Miller's background influence his writing? ▪ How does Miller's work illustrate cultural values of the time? ▪ How does the play's post WWII setting affect plot? ▪ How can a work of fiction be used to study history? ▪ What is the significance of the play's title? ▪ What are the essential traits of the characters? ▪ What strategies can a reader use to decode unfamiliar/archaic vocabulary? ▪ How can a reader use support from the text to create an effective literary analysis? ▪ What are the most effective techniques are involved in writing informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ The historical context of the post WWII era. ▪ Miller's influences' effect on his writing ▪ Vocabulary study ▪ Significance of plot development ▪ Themes of family, the American dream, materialism. ▪ Character study ▪ Effect of setting on plot and characters ▪ Contextual clues and reading strategies

	<ul style="list-style-type: none"> ▪ Self-reflection through journaling ▪ Writing as a process ▪ Literary analysis with support from the text ▪ Film study ▪ Elements of play genre
<p>Standards</p>	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i> ▪ <i>LA.9-10.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</i> ▪ <i>LA.9-10.RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</i> ▪ <i>LA.9-10.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i> ▪ <i>LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i> ▪ <i>LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i> ▪ <i>LA.9-10.RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i>

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> ▪ <i>LA.9-10.W.9-10.2 - 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.</i> ▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i> ▪ <i>LA.9-10.W.9-10.7 - 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.</i> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ <i>Death of a Salesman by Arthur Miller</i> ▪ Film versions of the play ▪ Internet and other resources for the life/background of Arthur Miller ▪ Released testing materials from the NJDOE and College Board; MLA format for research papers
Notes	

Grade: 12 Subject: ELA	Unit of Study: <u>Hamlet</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Students will read selected works by William Shakespeare throughout their 4 years at Spotswood High School. Students will interact with the text to evaluate, analyze and appreciate this Tragedy play set in Denmark.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Historical, cultural and biographical factors influence the production and promulgation of literary and dramatic texts. ▪ Shakespearean dramatic language follows an established set of rules and assumptions which, when understood, enable modern readers to better understand and appreciate this language. ▪ Inferences are formed through the use of textual information and supporting evidence. ▪ Internal and external conflict both play key roles in the formation of dramatic plot and themes. ▪ Theme is developed in dramatic writing through the use of major literary elements such as plot, character development, setting and symbolism. ▪ Themes reflect an idea about the world outside the literary text. ▪ Soliloquies provide crucial insights into the psychological and emotional truths of a dramatic character. ▪ Decisions made by directors and actors in the production of dramatic performances influence and change the meaning of the dramatic textual source. ▪ Secondary characters play a major role in the creation of the web of relationships that constitutes <i>Hamlet</i>. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What strategies can a reader use to decode Shakespearean sentence structures? ▪ What are the internal and external conflicts that Hamlet faces throughout the play? ▪ How is Hamlet’s character developed and reflected in his numerous soliloquies throughout the play? ▪ What is the true nature of Hamlet’s relationship with Ophelia? How does it change throughout the play? How does it affect the development of the two characters? ▪ How do Hamlet, Fortinbras and Laertes parallel each other throughout the play? What is the thematic significance of the differences between the three characters and their eventual fates? ▪ What is Hamlet’s attitude towards death? How does it change throughout the play? ▪ What do the major secondary characters (Claudius, Gertrude, Ophelia and Laertes) contribute to the play in thematic terms? ▪ How do various distinct performances of <i>Hamlet</i> influence the interpretation of a particular scene?

	<ul style="list-style-type: none"> ▪ How can one use support from a dramatic text and secondary sources to create a cohesive literary analysis? ▪ What are the most effective techniques involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
<p>Content (Subject Matter)</p>	<ul style="list-style-type: none"> ▪ Contextual information on Shakespeare, Elizabethan drama and Elizabethan culture. ▪ <i>The Tragedy of Hamlet, Prince of Denmark</i> ▪ Shakespearean language decoding practice exercises ▪ The elements of character and plot development ▪ Major themes and their means of development ▪ Analytical and close reading skills ▪ Various media representations of <i>Hamlet</i> ▪ Self-reflection through journaling/notetaking ▪ The Writing Process and 6 Traits of Effective Writing ▪ MLA Guidelines for research paper writing ▪ Guidelines for notetaking/journaling for each scene of <i>Hamlet</i> ▪ Guidelines for development of group presentation on secondary characters
<p>Standards</p>	<p><i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.11-12.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</i></p> <p><i>LA.11-12. - By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</i></p> <p><i>LA.11-12.W.CCR.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i></p>

LA.11-12.W.11-12.1.c - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

LA.11-12.W.11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.11-12.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

LA.11-12.W.11-12.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.11-12.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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

LA.11-12.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.

LA.11-12.SL.CCR.4 - 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.

LA.11-12.SL.CCR.6 - Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LA.11-12.L.11-12.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LA.11-12.L.11-12.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.11-12.L.11-12.3.a - Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

LA.11-12.L.11-12.5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

LA.11-12.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.

Materials/Resources

- Shakespeare, William. *The Tragedy of Hamlet, Prince of Denmark*
- *Hamlet* (1990): Dir. Franco Zefirelli
- *Hamlet* (1996): Dir. Kenneth Branagh
- *Hamlet* (2000): Dir. Michael Almereyda

	<ul style="list-style-type: none">▪ Robinson, Randal. <i>Unlocking Shakespeare's Language: Help for Teacher and Student</i>▪ O'Brien, Peggy (ed). <i>Shakespeare Set Free: Teaching Hamlet and Henry IV Part I</i>
Notes	

Grade: 12 Subject: ELA	Unit of Study: <u>Lord of the Flies</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ <u>Lord of the Flies</u> depicts the plight of school children stranded on an Island and their attempts to emulate the civilized, violent, and morality of adults.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Understand, interpret, and analyze symbolism used throughout the novel. ▪ Understand, interpret, and analyze as an allegorical novel. ▪ Analyze imagery and tone and how it changes throughout the novel. ▪ Analyze characters' inner conflicts as well as overall conflicts with others. ▪ Understand and analyze how one's environment affects one's personality and actions. ▪ Focus on how the defects of society are a direct reflection of the defects of human nature. ▪ Understand how there are consequences when there is no stability in society. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ How/why is <i>Lord of the Flies</i> an allegorical novel? What do Piggy, Ralph, Simon, and Jack represent? ▪ What is "The Lord of the Flies"? What does he tell Simon and why? ▪ What do Piggy's glasses symbolize? The sea? The littluns? The fire? ▪ What is the main conflict between Jack and Ralph? ▪ What does the death of Simon represent? ▪ What essential elements are needed to survive? ▪ Why is Roger considered one of the most sadistic boys on the island? ▪ Specifically, how do the boys change from the beginning to the end of the novel? What specific events lead to this? ▪ What is the significance of Castle Rock? What does it represent? ▪ Define savagery. Explain how it is exemplified in the novel. ▪ What is the significance/symbolism of the Pig Hunt? ▪ What happens to Piggy? Why does this happen? ▪ What is the overall theme/moral of the story? ▪ How were the boys eventually rescued? What is ironic about this? ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ <i>Lord of the Flies</i> – William Golding (novel)
Standards	<ul style="list-style-type: none"> ▪ <i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</i> ▪ <i>LA.11-12.RL.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i> ▪ <i>LA.11-12.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.</i>

	<ul style="list-style-type: none"> ▪ <i>LA.11-12.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).</i> ▪ <i>LA.11-12.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.</i> ▪ <i>LA.11-12.RL.CCR.5 - 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.</i> ▪ <i>LA.11-12.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.</i> ▪ <i>LA.11-12.RL.11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</i> ▪ <i>LA.11-12.W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i> ▪ <i>LA.11-12.W.CCR.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i> ▪ <i>LA.11-12.SL.11-12.1.a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; ▪ MLA format for research papers ▪ <i>Lord of the Flies</i> (novel) ▪ <i>Lord of the Flies</i> – 1990 film
Notes	

Grade: 12 Subject: ELA	Unit of Study: <u>Monster</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ <u>Monster</u> allows readers to interact with a text in order to evaluate, analyze, and discuss issues of race, adolescence, and the justice system in America.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Discuss the theme of the loss of innocence. ▪ Understand the character, Steve Harmon's, loss of identity. ▪ Question and evaluate what we know about race, justice, and truth in American society. ▪ Evaluate if prejudice plays a role in the courtroom. ▪ Determine guilt/innocence through witness testimonies. ▪ Understand and evaluate persuasive language, as used by the defense and the prosecution. ▪ Discuss the effects of peer pressure in the novel and society. ▪ Evaluate our definition of courage and survival. ▪ Define racism and discuss examples from the text. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ What is the effectiveness of the journal entries throughout the novel? ▪ How does Walter Dean Myers use flashbacks to enhance the story? ▪ Why is Steve Harmon on trial? ▪ What is Steve's relationship with James King? Bobo Evans? ▪ What happened to Mr. Nesbitt when the boys entered the drugstore? Why did this happen? ▪ What role did Jose Delgado and Osvaldo Cruz play in the robbery? ▪ What is Steve's relationship like with this attorney, Kathy O'Brien? ▪ How does Steve's relationship with his parents affect him? ▪ Why are Dorothy Moore and Lorelle Henry called as witnesses? ▪ What is Wendell Bolden's connection to the robbery? ▪ Why does Steve feel as though he is a "monster"? ▪ What specific problems does Steve face in jail during his trial? ▪ What is the jury's overall view of Steve Harmon? ▪ What were the prosecutor's, Sandra Petrocelli, main points in her closing arguments? Kathy O'Brien's? King's attorney, Asa Briggs? ▪ Why do people view Steve as a "monster"? ▪ What role does Mr. Sawicki play in Steve's life? ▪ Why is film making so important to Steve? ▪ What does Steve struggle with even after the trial is over? ▪ What does the novel teach us about racism and prejudice? ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?

Content (Subject Matter)	<ul style="list-style-type: none"> ▪ <i>Monster</i>
Standards	<p><i>LA.11-12.RL.11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</i></p> <p><i>LA.11-12.RL.CCR.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.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).</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.CCR.5 - 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.</i></p> <p><i>LA.11-12.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.</i></p> <p><i>LA.11-12.RL.11-12.10 - By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</i></p> <p><i>LA.11-12.W.11-12.1.d - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</i></p> <p><i>LA.11-12.W.CCR.6 - Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</i></p> <p><i>LA.11-12.SL.11-12.1.a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</i></p>
Materials/Resources	<ul style="list-style-type: none"> ▪ Released testing materials from the NJDOE and College Board; <i>Noodletools</i>; ▪ MLA format for research papers ▪ <i>Monster</i>, by Walter Dean Myers
Notes	

Grade:12 Subject: ELA	Unit of Study: <u>Sunrise Over Fallujah</u>
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ <u>Sunrise Over Fallujah</u> is an American realistic fiction novel which examines the soldier’s perspective during the Iraq War. Students will interact with the text to evaluate, analyze, and appreciate the historical, cultural and literary statements provided by the text.
Enduring Understandings	<ul style="list-style-type: none"> ▪ The exploration and examination of relevant social topics in texts enhances students’ understanding of their own lives. ▪ The ability to put yourself in the shoes of various characters allows you to gain different perspectives. ▪ Skillful readers continuously make connections while reading. These connections include text to self, text to text, and text to world connections. ▪ Higher-order thinking questions encourage students to make connections, evaluate existing beliefs, and create perceptive judgments. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding. ▪ Writing is a process, not a result.
Essential Questions	<ul style="list-style-type: none"> ▪ How can a work of fiction be used to study history? ▪ What is the significance of the novel’s title? ▪ What are the essential traits of the characters? ▪ What strategies can a reader use to decode unfamiliar vocabulary? ▪ How can a reader use support from the text to create an effective literary analysis? ▪ What are the most effective techniques are involved in writing informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece? ▪ What do you know about the war in Iraq? Reason it started? When did it begin and end? Do you know anyone involved? If so, their role? ▪ What are your thoughts on war in general? When is it justified? ▪ What effect does the media have on the way war is portrayed? What effect does it have on the families of soldiers? Note a specific scenario for discussion. ▪ What do you think the Civil Affairs Unit of the Army does? ▪ Are there any differences in the way Americans view war now, as opposed to say the Vietnam War? Explain. ▪ Define patriotism. Has our definition or understanding of it changed over time?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ The historical context of the Iraq war. ▪ Myers’ influences’ effect on his writing ▪ Vocabulary study ▪ Significance of plot development ▪ Character study

	<ul style="list-style-type: none"> ▪ Effect of setting on plot and characters ▪ Contextual clues and reading strategies ▪ Self-reflection through journaling ▪ Writing as a process ▪ Literary analysis with support from the text
<p>Standards</p>	<ul style="list-style-type: none"> ▪ <i>LA.9-10.RL.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RL.9-10.2 - Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RL.9-10.3 - Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</i> ▪ <i>LA.9-10.RL.9-10.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</i> ▪ <i>LA.9-10.RL.9-10.5 - Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</i> ▪ <i>LA.9-10.RI.9-10.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</i> ▪ <i>LA.9-10.RI.9-10.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</i> ▪ <i>LA.9-10.RI.9-10.3 - Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</i> ▪ <i>LA.9-10.RI.9-10.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</i> ▪ <i>LA.9-10.RI.9-10.6 - Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</i> ▪ <i>LA.9-10.RI.9-10.5 - Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</i>

	<ul style="list-style-type: none"> ▪ <i>LA.9-10.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</i> ▪ <i>LA.9-10.W.9-10.2 - 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.</i> ▪ <i>LA.9-10.W.9-10.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</i> ▪ <i>LA.9-10.W.9-10.7 - 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.</i> ▪ <i>LA.9-10.W.9-10.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research.</i> ▪ <i>LA.9-10.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</i> ▪ <i>LA.9-10.SL.9-10.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</i> ▪ <i>LA.9-10.SL.9-10.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</i> ▪ <i>LA.9-10.L.9-10.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</i> ▪ <i>LA.9-10.L.9-10.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</i> ▪ <i>LA.9-10.L.9-10.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</i>
Materials/Resources	<ul style="list-style-type: none"> ▪ <i>Sunrise Over Fallujah</i> ▪ Internet and other resources for the background on the Iraq War ▪ Released testing materials from the NJDOE and College Board; MLA format for research papers
Notes	

Grade: 12 Subject: ELA	Unit of Study: Textual Annotation and Active Reading of Literary Texts
Big Idea/Rationale	<ul style="list-style-type: none"> ▪ Textual annotation and active reading provide students with the tools necessary to read challenging and enriching texts from various backgrounds, genres, and subject areas. These skills are embedded throughout all course readings included in curriculum maps.
Enduring Understandings	<ul style="list-style-type: none"> ▪ Textual Annotation is a means to keep track of relevant information and literary elements while reading a literary text in order to anticipate major classroom-based questions/assignments about a literary text. ▪ Basic literary elements are means toward developing statements of theme found in a literary text. ▪ Theme is a major idea in statement form that is central to and expressed by a literary text, reflecting a meaning for the world outside the text. ▪ Inferences are formed through the use of textual information and supporting evidence. ▪ Information can be organized and learned through the employment of textual annotation, notetaking, outlining and highlighting key passages. ▪ Skillful readers continuously make connections while reading: including connections of text to self, text to text, and text to world. ▪ Reading comprehension is built on a solid foundation of vocabulary, context, practice, experience, and knowledge of the conventions of genre. ▪ Making connections among different pieces of writing leads to greater comprehension and deeper understanding.
Essential Questions	<ul style="list-style-type: none"> ▪ What are the basic literary elements of a literary text? ▪ How can basic literary elements be used to identify themes in a literary text? ▪ What are the steps of Active Reading? ▪ How can Active Reading be used to identify basic literary elements and prepare a reader to work with literary elements properly in a classroom-based context? ▪ How can themes in a literary text be expressed appropriately? ▪ What are the most effective techniques are involved in writing research reports, informative/explanatory texts, and arguments? ▪ What language choices can a writer make to improve a piece?
Content (Subject Matter)	<ul style="list-style-type: none"> ▪ Review of basic literary elements in prose fiction. ▪ Identification and usage of steps in Active Reading. ▪ Application of steps of Active Reading to literary texts. ▪ Active reading of short stories: “Chicxulub” and “The Red Bow”. ▪ Use of Active Reading annotations to identify basic literary elements and themes in short stories: “Chicxulub” and “The Red Bow”. ▪ Analytical and close reading skills. ▪ Contextual clues and reading strategies. ▪ Self-reflection through notetaking/journaling. ▪ Literary analysis with support from the text.

Standards

- LA.11-12.RL.11-12.1** - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- LA.11-12.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.
- LA.11-12.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).
- LA.11-12.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.
- LA.11-12.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.
- LA.11-12.** - [By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.
- LA.11-12.W.11-12.1.a** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- LA.11-12.W.11-12.1.b** - Develop claim(s) and counterclaims fairly 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.
- LA.11-12.W.11-12.1.c** - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- LA.11-12.W.11-12.1.d** - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- LA.11-12.W.11-12.1.e** - Provide a concluding statement or section that follows from and supports the argument presented.
- LA.11-12.W.11-12.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LA.11-12.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.

	<p>LA.11-12.W.11-12.9.a - Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>LA.11-12.W.11-12.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>LA.11-12.SL.11-12.1.a - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>LA.11-12.SL.11-12.1.c - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>LA.11-12.SL.11-12.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>LA.11-12.L.11-12.2.b - Spell correctly.</p> <p>LA.11-12.L.11-12.4.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.</p> <p>LA.11-12.L.11-12.5.a - Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>LA.11-12.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.</p>
Materials/Resources	<ul style="list-style-type: none"> ▪ “Chicxulub” by TC Boyle (<i>New Yorker</i> March 1, 2004) ▪ “The Red Bow” by George Saunders (<i>Esquire</i> September 2003) ▪ Xerox Packet: “Reading and Writing about Literature” “Reading and Writing about Fiction” and “Identifying Themes”
Notes	