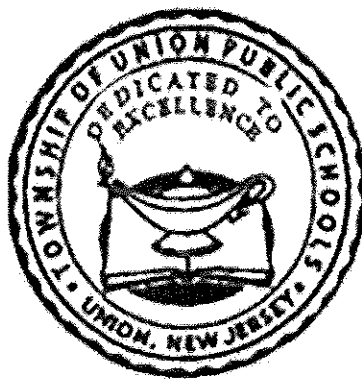


# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN301  
English 11 College Prep**

**Adopted 06/2017**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## Course Description

English Language Arts 11 is a course designed for benchmark and strategic students with focuses on the New Jersey Student Learning Standards for eleventh grade instruction. This course is a year-long course. The areas covered are reading, writing, written and oral language conventions, and listening and speaking. Students will continue to apply the knowledge and skills acquired in the tenth grade, but in a more refined and sophisticated form.

### Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.1 RI.11-12.1 RI.11-12.5 RI.11-12.5.a RL.11-12.6 RI.11-12.7 RI.11-12.8. RI.11-12.9 RI.11-12.10	W.11-12.1 W.11-12.1.f W.11-12.2.b	SL.11-12.1.1.c SL.11-12.3 SL.11-12.4 SL.11-12.5	L.11-12.1.a L.11-12.1.b L.11-12.2 L.11-12.3.a L.11-12.4 L.11-12.4.b L.11-12.4.c
<b>Unit 2</b>	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RL.11-12.10	W.11-12.3 W.11-12.3.d W.11-12.3.e W.11-12.9 W.11-12.9.a	SL.11-12.1.c SL.11-12.3 SL.11-12.6	L.11-12.4b L.11-12.4.c L.11-12.4.d
<b>Unit 3</b>	RL.11-12.1 RI. 11-12.1 RI. 11.12.2 RI. 11.12.5 RI.11-12. 7 RI. 11-12.8 RI. 11-12.9 RI. 11-12.10	W.11-12.2 W.11-12.3	SL. 11-12.2 SL. 11-12.3 SL. 11-12.5	L.11-12.1 L. 11-12.3 L. 11-12.4 L. 11-12.5
<b>Unit 4</b>	RL.11-12. 2 RL. 11-12.5 RL. 11-12.10 RI. 11-12.2 RI.11-12. 4 RI. 11-12.6 RI. 11-12.10	W. 11-12.2 W. 11-12.5	SL. 11-12.1 SL. 11-12.3 SL. 11-12.4 SL. 11-12.5	L. 11-12.1 L. 11-12.3 L. 11-12.4 L. 11-12.5

## Pacing Guide

	Anticipated Length of Time (days)
<b>Unit 1</b>	36 Days
<b>Unit 2</b>	36 Days
<b>Unit 3</b>	36 Days
<b>Unit 4</b>	36 Days

### Overview of Required Activities

	Required Activities	Novels
<b>Unit 1</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>Uncle Tom's Cabin</i> <i>The Federalist Papers</i> <i>The Legend of Sleepy Hollow</i> <i>The Iron Heel</i></p>
<b>Unit 2</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>I Am Malala</i> <i>Black Boy</i> <i>A Separate Peace</i> <i>Narrative of Frederick Douglass</i> <i>Their Eyes Were Watching God</i> <i>The Last of the Mohicans</i></p>
<b>Unit 3</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>The Red Badge of Courage</i> <i>The Devil in the White City</i> <i>Heart of Darkness</i> <i>A Lesson Before Dying</i> <i>The Tragical History of Doctor Faustus</i> <i>Dulcibel: A Tale of Old Salem</i></p>
<b>Unit 4</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p>	<p><b>Required Novels - Choice:</b> <i>One Flew Over the Cuckoo's Nest</i> <i>The Help</i></p>

	<b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	<i>The Glass Castle</i> <i>Of Mice and Men</i> <i>In Cold Blood</i> <i>Hard Times</i>
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**Unit 1: Writing Freedom (MyP Unit 1)**

**Unit Summary**

This unit explores American freedoms. The skills that students will employ are reading a variety of texts, identifying and using academic and concept vocabulary, writing an argument, conducting research, examining and practicing parallelism, collaborating and communicating with others to reach a common goal.

**Essential Questions**

What is the meaning of freedom?

READING	
Critical Knowledge and Skills	Standards
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.11-12.1
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.11-12.5
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., <i>The Federalist</i> , presidential addresses).	RI.11-12.8
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,	RI.11-12.9

including primary source documents relevant to U.S. and/or global history.	
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	
<ol style="list-style-type: none"> <li>1. Totally Free?</li> <li>2. Declaration of Independence</li> <li>3. Bill of Rights</li> </ol>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2.B
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	
<ol style="list-style-type: none"> <li>4. Totally Free?</li> <li>5. Declaration of Independence</li> <li>6. Bill of Right</li> </ol>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
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.	SL.11-12.1.C
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	
<ol style="list-style-type: none"> <li>7. Totally Free?</li> </ol>	

8. Declaration of Independence
9. Bill of Right

**LANGUAGE**

Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
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.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4 B-C

**Suggested Materials/Educational Resources**

Whole Class Learning Texts ( <i>myPerspectives</i> )
10. Totally Free?
11. Declaration of Independence
12. Bill of Right

**ASSESSMENT PLAN**

District/School Formative Assessment Plan	District/School Summative Assessment Plan	
	Performance Based Assessment Part 1	
District/School Texts	District/School Supplementary Materials	
<i>myPerspectives</i>		
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

<u>Research Guides 9-12</u>
<u>Close Reading and Annotation Guide</u>
<u>Evidence Log Guide</u>

Word Network Model  
Writing Argument Grades 11-12



## Unit 2: The Individual and Society (MyP Unit 3)

### Unit Summary

Throughout this unit, students will deepen their perspective on the concept of individualism by reading, writing, speaking, listening, and presenting.

### Essential Questions

What role does individualism play in American society?

READING	
Critical Knowledge and Skills	Standards
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.11-12.1
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.11-12.4
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.11-12.5
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	RL.11-12.7

<p>interprets the source text. (e.g., Shakespeare and other authors.)</p> <p>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.</p> <p>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.</p>	<p>RL.11-12.9</p> <p>RL.11-12.10</p>
<b>Suggested Materials/Educational Resources</b>	
<p>from Perspectives-Whole Class Learning Texts: selected works of Walt Whitman, Emily Dickinson, Emerson, Thoreau</p>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p>	<p>W.11-12.3</p>
<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</p>	<p>W.11-12.3.d</p>
<p>Provide a conclusion that follows from and</p>	<p>W.11-12.3.e</p>

<p>reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 11–12 Reading standards to literature</i> (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, incluDraw evidence from literary or informational texts to support analysis, reflection, and research including how two or more texts from the same period treat similar themes or topics”).</p>	<p>W.11-12.9</p> <p>W.11-12.9.a</p>
<b>Suggested Materials/Educational Resources</b>	
<p>from Perspectives-Whole Class Learning Texts: selected works of Walt Whitman, Emily Dickinson, Emerson, Thoreau</p>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>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>SL.11-12.1.c</p>
<p>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.</p>	<p>SL.11-12.3</p>
	<p>SL.11-12.6</p>

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	
<b>Suggested Materials/Educational Resources</b>	
from Perspectives-Whole Class Learning Texts: selected works of Walt Whitman, Emily Dickinson, Emerson, Thoreau	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	L.11-12.4b
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.	L.11-12.4.c
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.11-12.4.d
<b>Suggested Materials/Educational Resources</b>	
from Perspectives-Whole Class Learning Texts: selected works of Walt Whitman, Emily Dickinson, Emerson, Thoreau	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
	Performance Based Assessment Part 1	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
myPerspectives		
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1	Evidence and Elaboration	Focus and Organization

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

Research Guides 9-12

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Writing Narrative Grades 11-12

## Unit 3: Power, Protest, and Change (MyP Unit 5)

### Unit Summary

Students will deepen their perspective on power, protest, and change by reading, writing, speaking, listening, and presenting.

### Essential Questions

In what ways does the struggle for freedom change with history?

READING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says</li> <li>● Accurately cite strong and thorough textual evidence</li> <li>● Determine two or more central ideas of a text</li> <li>● Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument</li> <li>● Integrate and evaluate multiple sources of information presented in different media or formats</li> <li>● Describe and evaluate the reasoning in seminal U.S. and global texts</li> <li>● Analyze and reflect on documents of historical and literary significance</li> <li>● Read and comprehend literary nonfiction on grade level</li> </ul>	<p>RL.11-12.1</p> <p>RI. 11-12.1</p> <p>RI. 11.12.2</p> <p>RI. 11.12.5</p> <p>RI.11-12. 7</p> <p>RI. 11-12.8</p> <p>RI. 11-12.9</p> <p>RI. 11-12.10</p>
<b>Suggested Materials/Educational Resources</b>	
Unit selections from myPerspectives	

WRITING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Write informative/explanatory texts</li> <li>● Write narratives to develop real or imagined experiences</li> </ul>	<p>W.11-12.2</p> <p>W.11-12.3</p>
<b>Suggested Materials/Educational Resources</b>	
<p><i>MyPerspectives</i></p> <p><i>The Red Badge of Courage</i></p> <p><i>Heart of Darkness</i></p> <p><i>A Lesson Before Dying</i></p> <p><i>MyPerspectives</i></p>	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>Initiate and participate in a range of collaborative discussions</li> </ul>	SL. 11-12.1
<ul style="list-style-type: none"> <li>Evaluate a speaker's point of view</li> </ul>	SL. 11-12.3
<ul style="list-style-type: none"> <li>Present information clearly</li> </ul>	SL. 11-12.4
<ul style="list-style-type: none"> <li>Make strategic use of digital media</li> </ul>	SL. 11-12.5
<b>Suggested Materials/Educational Resources</b>	
Unit selections from myPerspectives	

LANGUAGE	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>Demonstrate command of the conventions of standard English grammar</li> </ul>	L.11-12.1
<ul style="list-style-type: none"> <li>Apply knowledge of language to understand how language functions in different contexts</li> </ul>	L. 11-12.3
<ul style="list-style-type: none"> <li>Determine or clarify the meanings of unknown words</li> </ul>	L. 11-12.4
<ul style="list-style-type: none"> <li>Demonstrate understanding of figurative language, word relationships, and other nuances</li> </ul>	L. 11-12.5
<b>Suggested Materials/Educational Resources</b>	
Unit selections from myPerspectives	

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	Performance Based Assessment Part 1	
District/School Texts	District/School Supplementary Materials	
<i>MyPerspectives</i> <i>The Red Badge of Courage</i> <i>Heart of Darkness</i> <i>A Lesson Before Dying</i>	Scope Magazine, NY Times	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
PBA 1		

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

Research Guides 9-12

Close Reading and Annotation Guide

Evidence Log Guide

Word Network Model

Writing Informational/Explanatory Grades 11-12



## Unit 4: Grit and Grandeur (MyP Unit 6)

### Unit Summary

Students will deepen their perspective on the importance of place by reading, writing, speaking, listening, and presenting.

### Essential Questions

What is the relationship between literature and place?

READING	
Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Determine two or more themes or central ideas of a text and analyze their development over the course of the text</li> <li>● Analyze how an author's choices concerning how to structure specific parts of a text</li> <li>● 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.</li> <li>● 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.</li> <li>● Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings</li> <li>● 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.</li> <li>● By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</li> </ul>	<p>RL.11-12. 2</p>
	<p>RL. 11-12.5</p>
	<p>RL. 11-12.10</p>
	<p>RI. 11-12.2</p>
	<p>RI.11-12. 4</p>
	<p>RI. 11-12.6</p>
	<p>RI. 11-12.10</p>
<p><b>Suggested Materials/Educational Resources</b></p> <p>Unit selections from myPerspectives</p>	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<p>W. 11-12.2</p> <p>W. 11-12.5</p>
<b>Suggested Materials/Educational Resources</b>	
Unit selections from myPerspectives	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<ul style="list-style-type: none"> <li>• Initiate and participate effectively in a range of collaborative discussions</li> <li>• 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.</li> <li>• Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> </ul>	<p>SL. 11-12.1</p> <p>SL. 11-12.3</p> <p>SL. 11-12.4</p> <p>SL. 11-12.5</p>
<b>Suggested Materials/Educational Resources</b>	
Unit selections from myPerspectives	

**LANGUAGE**

Critical Knowledge and Skills	Standards
<ul style="list-style-type: none"> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</li> <li>● 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.</li> <li>● Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</li> <li>● Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</li> </ul>	<p>L. 11-12.1</p> <p>L. 11-12.3</p> <p>L. 11-12.4</p> <p>L. 11-12.5</p>

**Suggested Materials/Educational Resources**

Unit selections from myPerspectives

**ASSESSMENT PLAN**

District/School Formative Assessment Plan		District/School Summative Assessment Plan	
Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style		Performance Based Assessment Part 1	
District/School Texts		District/School Supplementary Materials	
<i>One Flew Over the Cuckoo's Nest</i> <i>Of Mice and Men</i> <i>In Cold Blood</i>		Scope Magazine, NY Times	
District/School Writing Tasks			
Task	Primary Focus	Secondary Focus	
PBA 1			

**INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

Research Guides 9-12  
Close Reading and Annotation Guide  
Evidence Log Guide

Word Network Model

Writing Argument Grades 11-12