

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21 st Century Connections
Unit I: Origins of America’s Pastime—The Myth vs. The Reality 2 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>How are myths created?</p> <p>What do myths offer civilization?</p> <p>What makes a myth stand the test of</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Students will be able to identify and understand baseball’s creation myth.</p> <p>Students will learn the importance of the myth making in American culture.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Comprehension is enhanced through a collaborative</p>	<p>RI.11-12.1-Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>RI.11-12.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text, including determining where the text leaves matters uncertain.</p> <p>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.</p>	<p>I can define textual evidence</p> <p>I can define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>I can determine a complex set of ideas or sequence events conveyed in a text.</p> <p>I can analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>I can analyze how specific events interact and develop within a complex set of ideas or sequence of events.</p> <p>I can closely read complex grade level texts.</p> <p>I can reread a text to</p>	<p>Formative:</p> <p>Reading journals</p> <p>Library and web site research</p> <p>On-line discussion forums</p> <p>Text annotations</p> <p>Quizzes</p> <p>Question ladders</p> <p>Summative:</p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Socratic seminars</p>	<p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>6.1.12. B.02.A- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12. B.05.B- Assess the impact of rapid urbanization on the environment</p>	<p>WORK.9-12.9.1.12.1- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</p> <p>WORK.9-12.9.1.12.1- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> <p>WORK.9-12.9.1.12.F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experience.</p>

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time?	<p>process of sharing and evaluating ideas.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- 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 evidence.</p> <p>RI.11-12.10- Read and comprehend complex literary and informational text independently and proficiently.</p>	<p>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.</p> <p>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 a text.</p> <p>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led)</p>	<p>find more information or clarify ideas.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of a text.</p> <p>I can review and/or research material(s) to be discussed and determine key points and/or central ideas.</p> <p>I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect the ideas of several speakers, responding to</p>		<p>and on the quality of life in the cities.</p> <p>6.1.12. D.03.B- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p>	

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High School

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		SL.11-12.1- 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.	with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.			
Unit II: Baseball and American Identity—Regionalism and Nationalism 3 weeks							
Author’s choice: why does it matter? What makes a story a “great” story? In what ways does creative choice impact an audience? What do good readers do?	Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content,	RL.11-12.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. RL.11-12.6- Assess how point of view or purpose shapes	Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. Analyze a case in which grasping a point of view requires distinguishing	I can determine how an author chose to structure specific parts of a text. I can analyze specific parts of a text and explain how the individual parts fit into the overall structure. I can analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.	Formative: Reading journals Library and web site research Text annotations Quizzes Question ladders Summative:	TEC.9-12.8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning. TEC.9-12.8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative	WORK.9-12.9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences. WORK.9-12.9.1.12.1- Collaboration and teamwork enable individuals or groups to achieve common goals with greater

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High School

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English Elective

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<p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p>	<p>reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Understanding how the soldier comes to see brotherhood, identity, and courage.</p>	<p>the content and style of a text.</p> <p>RL.11-12.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.12.10-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.1-Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to</p>	<p>what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>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>Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.</p>	<p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>I can analyze substantive (influential) topics or texts to determine an argument that cause or has caused a debate in society.</p> <p>I can analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>I can closely read</p>	<p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>commons.</p> <p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>6.1.12. B.02.A- Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12. B.05.B- Assess the impact of rapid urbanization on the environment</p>	<p>efficiency.</p>

Hillsborough Township Public Schools
High School

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<p>How is national or a regional identify created?</p> <p>How is personal identify created?</p> <p>What contributed to the rising popularity of a national game?</p>	<p>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>support conclusion drawn from the text.</p> <p>RI.11-12.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- Delineate and evaluate the argument and</p>	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse</p>	<p>complex grade level texts.</p> <p>I can reread a text to find more information or clarify ideas.</p> <p>I can review and/or research material(s) to be discussed and determine key points and/or central ideas.</p> <p>I can recognize that a well-developed piece of writing requires more than one draft.</p> <p>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect</p>		<p>and on the quality of life in the cities.</p> <p>6.1.12. D.03.B- Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p>	

Hillsborough Township Public Schools
High School

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		<p>specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.</p> <p>RI.11-12.10- Read and comprehend complex literary and informational text independently and proficiently.</p> <p>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.</p> <p>W.11-12.4- Produce clear and coherent</p>	<p>partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>the ideas of several speakers, responding to question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>			

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High School

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		<p>writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.11-12.1- 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.</p>					

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Unit III: Baseball’s Rising Popularity—Heroic and Tragic Figures 4 weeks							
<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and</p>	<p>Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>Writing should be</p>	<p>RL.11-12.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>RL.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.11-12.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches</p>	<p>Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>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).</p> <p>Demonstrate knowledge of eighteenth-, nineteenth-, and</p>	<p>I can determine how an author chose to structure specific parts of a text.</p> <p>I can analyze specific parts of a text and explain how the individual parts fit into the overall structure.</p> <p>I can analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p>	<p>Formative:</p> <p>Reading journals</p> <p>On-line discussion forums</p> <p>Text annotations</p> <p>Quizzes</p> <p>Question ladders</p> <p>Summative:</p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument</p>	<p>TEC.9-12.8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning.</p> <p>TEC.9-12.8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons.</p> <p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same</p>	<p>WORK.9-12.9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>WORK.9-12.9.1.12.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

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<p>how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p> <p>What is a tragic figure?</p> <p>Why do we need myths and heroes?</p>	<p>purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Understanding how the soldier comes to see brotherhood, identity, and courage.</p> <p>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p> <p>Comprehension is enhanced through a collaborative process of sharing</p>	<p>the authors take.</p> <p>RL.12.10-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11-12.1-Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>RI.11-12.2- Determine central ideas or themes of a text and analyze their development; summarize the</p>	<p>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>Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and</p>	<p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can analyze substantive (influential) topics or texts to determine an argument that cause or has caused a debate in society.</p> <p>I can recognize that a well-developed piece of writing requires more than one draft.</p> <p>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>I can work with peers to define the rules and roles necessary to</p>	<p>essays</p> <p>Oral Presentations</p>	<p>historical event or issue by assessing the authors’ claims, reasoning, and evidence</p>	

Hillsborough Township Public Schools
High School

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English Elective

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	and evaluating ideas.	<p>key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- 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 evidence.</p> <p>RI.11.10- Read and comprehend complex literary</p>	<p>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.</p> <p>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect the ideas of several speakers, responding to question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>			

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High School

“Baseball: The Soul of America”
English Elective

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		<p>and informational texts independently and proficiently.</p> <p>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.</p> <p>W.11-12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5-Develop and strengthen writing as needed by</p>					

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High School

“Baseball: The Soul of America”
English Elective

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21 st Century Connections
		planning, revising, editing, rewriting, or trying a new approach. SL.11-12.1- 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.					
Unit IV: “Baseball’s Great Experiment” and the “Golden Age” 5 weeks							
Author’s choice: why does it matter? What makes a story a “great” story? In what ways	Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. To gain keener	RI.11-12.1- Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or	Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.	I can determine how an author chose to structure specific parts of a text. I can analyze specific parts of a text and explain how the individual parts fit into the overall structure.	Formative: Reading journals Library and web site research Text annotations	TEC.9-12.8.1.12.A.3 Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning	WORK.9-12.9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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<p>does creative choice impact an audience?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p>	<p>insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p>	<p>speaking to support conclusion drawn from the text.</p> <p>RI.11-12.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- Delineate and evaluate the</p>	<p>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).</p> <p>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>Write arguments to support claims in an analysis of</p>	<p>I can analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can analyze substantive (influential) topics or texts to determine an</p>	<p>Quizzes</p> <p>Question ladders</p> <p>Summative:</p> <p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>TEC.9-12.8.1.12.D.2 Demonstrate appropriate use of copyrights, fair use and creative commons</p> <p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>6.1.12. D.13.A- Determine the impetus for the Civil Rights Movement and explain why national governmental actions were needed to ensure civil rights</p>	<p>WORK.9-12.9.1.12.1 -Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

Hillsborough Township Public Schools
High School

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English Elective

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<p>Making meaning from a variety of sources: what will help?</p> <p>Who were the major players in the integration of major league baseball?</p> <p>What were the far-reaching implications of the integration of America’s pastime?</p>	<p>Understanding how the soldier comes to see brotherhood, identity, and courage.</p> <p>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p> <p>Critiquing pro-war and anti-war literatures of a time period.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of evidence.</p> <p>RI.11-12.10- Read and comprehend complex literary and informational text independently and proficiently.</p> <p>SL.11-12.1- 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</p>	<p>substantive topics or texts, using reasoning and relevant and sufficient evidence.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>Initiate and participate</p>	<p>argument that cause or has caused a debate in society.</p> <p>I can recognize that a well-developed piece of writing requires more than one draft.</p> <p>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect the ideas of several speakers, responding to question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>		<p>for African-Americans.</p>	

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections/ NJCCS CPI	21 st Century Connections
		<p>persuasively.</p> <p>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.</p> <p>W.11-12.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5-Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>				

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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		<p>approach.</p> <p>SL.11-12.1- 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.</p>					
Unit V: “We’re Not Gonna Take it”—Free Agency 2 weeks							
<p>Author’s choice: why does it matter?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact an audience?</p> <p>What do good</p>	<p>Analyze texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and</p>	<p>RI.11-12.1-Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p>	<p>Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires</p>	<p>I can determine how an author chose to structure specific parts of a text.</p> <p>I can analyze specific parts of a text and explain how the individual parts fit into the overall structure.</p> <p>I can analyze how an author’s choice of structuring specific parts of a text affects</p>	<p>Formative:</p> <p>Reading journals</p> <p>Library and web site research</p> <p>Text annotations</p> <p>Quizzes</p> <p>Question ladders</p> <p>Summative:</p>	<p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and</p>	<p>WORK.9-12.9.1.12.F.2 - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>WORK.9-12.9.1.12.1 Collaboration and teamwork enable individuals or groups to achieve common</p>

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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<p>readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p>	<p>evaluate content, reasoning, and claims in diverse formats.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Understanding how the soldier comes to see brotherhood, identity, and</p>	<p>RI.11-12.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as</p>	<p>distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>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>Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient</p>	<p>the overall meaning.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can analyze substantive (influential) topics or texts to determine an argument that cause or has caused a debate in society.</p> <p>I can recognize that a</p>	<p>Writing to express awareness of audience and creation of voice for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>evidence.</p> <p>6.1.12. D.05.B- Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12. D.14.C- Determine the impact of the changing role of labor unions on the economy politics and employer-employee relationships.</p>	<p>goals with greater efficiency.</p>

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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<p>What are the functions of labor unions?</p> <p>What impact did free agency and the players’ union have on baseball?</p>	<p>courage.</p> <p>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p> <p>Critiquing pro-war and anti-war literatures of a time period.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>well as the relevance and sufficiency of evidence.</p> <p>RI.11-12.10- Read and comprehend complex literary and informational text independently and proficiently.</p> <p>SL.11-12.1- 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.</p> <p>W.11-12.1- Write arguments to support claims in</p>	<p>evidence.</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups,</p>	<p>well-developed piece of writing requires more than one draft.</p> <p>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect the ideas of several speakers, responding to question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>			

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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		<p>an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.11-12.1- Prepare for and participate</p>	<p>and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p>				

Hillsborough Township Public Schools
High School

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English Elective

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		effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.					
Unit VI: The Modern Game—From Steroids to Sabermetrics 3 weeks							
<p>What do good readers do?</p> <p>Am I clear about what I just read?</p> <p>How do I know?</p> <p>What makes collaboration meaningful?</p> <p>Making meaning from a variety of sources: what will help?</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</p> <p>Students will be able to identify and understand baseball’s creation myth.</p> <p>Students will learn the importance of the myth making in American culture.</p> <p>Analyzing texts for</p>	<p>RI.11-12.1-Read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.</p> <p>RI.11-12.2- Determine central ideas or</p>	<p>Analyze how an author’s choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is</p>	<p>I can determine how an author chose to structure specific parts of a text.</p> <p>I can analyze specific parts of a text and explain how the individual parts fit into the overall structure.</p> <p>I can analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>I can determine reading strategies that will help</p>	<p>Formative:</p> <p>Reading journals</p> <p>Library and web site research</p> <p>Text annotations</p> <p>Quizzes</p> <p>Question ladders</p> <p>Summative:</p> <p>Writing to express awareness of audience and creation of voice</p>	<p>RH-9-10.9- Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p>RH-11-12.6- Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.</p> <p>S.IC.01-Understand statistics as a</p>	<p>WORK.9-12.9.1.12.1- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.</p> <p>WORK.9-12.9.1.12.1- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p>

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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<p>Why is baseball held to higher moral standards than the country’s other major sports?</p> <p>What are sabermetrics?</p> <p>How do advanced statistics and data impact the game?</p> <p>Where is America’s pastime headed?</p>	<p>structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p>	<p>themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.6- Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.8- 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 evidence.</p>	<p>really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>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>Write arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant and sufficient evidence.</p> <p>Produce clear and coherent writing</p>	<p>me comprehend difficult texts.</p> <p>I can determine an author’s point of view and explain his/her purpose for writing the text.</p> <p>I can analyze how the author’s style and content contribute to the power, persuasiveness, or beauty of the text.</p> <p>I can determine reading strategies that will help me comprehend difficult texts.</p> <p>I can analyze substantive (influential) topics or texts to determine an argument that cause or has caused a debate in society.</p> <p>I can recognize that a well-developed piece of writing requires more than one draft.</p>	<p>for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>process for making inferences about population parameters based on a random sample from that population.</p> <p>S.IC.06-Evaluate reports based on data.</p> <p>S.MD.07-Analyze decisions and strategies using probability concepts.</p>	<p>WORK.9-12.9.1.12.F.2- Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experience</p>

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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		<p>RI.11-12.10- Read and comprehend complex literary and informational text independently and proficiently.</p> <p>SL.11-12.1- 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.</p> <p>W.11-12.1- Write arguments to support claims in an analysis of substantive topics or texts, using valid</p>	<p>in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>Initiate and participate effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas</p>	<p>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>I can work with peers to define the rules and roles necessary to promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing question that connect the ideas of several speakers, responding to question, and elaborating on my own ideas and/or the ideas of others to ensure a full range of positions on a topic or issue.</p>			

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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		<p>reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.11-12.1- Prepare for and participate effectively in a range of conversations and</p>	<p>and expressing their own clearly and persuasively.</p>				

Hillsborough Township Public Schools
High School

“Baseball: The Soul of America”
English Elective

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		collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.					