

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
Unit I: Alienation in America 9 weeks							
<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>Why write?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does</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>Effective writers use a variety of formats to communicate ideas appropriate for audience, task and time frame.</p> <p>Producing clear ideas as a writer involves</p>	<p>W.11-12.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences</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>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10: Write routinely over</p>	<p>Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details and well-structured event sequences.</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>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and</p>	<p>Define narrative and describe basic parts of a plot.</p> <p>Engage the reader by introducing one or more points of view, the narrator and a problem, situation or observation and its significance.</p> <p>Use narrative techniques to develop experiences events, and/or characters.</p> <p>Employ vivid language.</p> <p>Sequence events and signal changes with coherent transitions and structure.</p> <p>Create a concise whole and build toward a particular tone and outcome.</p> <p>Write a logical conclusion that reflects on the experience/events and provides a sense of closure.</p> <p>Use prewriting strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Edit writing for mechanical</p>	<p>Diagnostic:</p> <ul style="list-style-type: none"> - Term Identification * - Class Discussion * <p>Formative:</p> <ul style="list-style-type: none"> - Close-reading - Group discussions* - Web-research - Tests and Quizzes - Open-ended responses * - Self-evaluation * - Collaborative learning groups - Analysis of informational text * - Peer reading and editing* - All stages of the writing process* - Outline Essay * - Drafting Essay* <p>Summative:</p> <ul style="list-style-type: none"> - Close – 	<p>6.1.12. D.13.d: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.</p> <p>6.1.12. D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p> <p>6.1.12. D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the</p>	<p>9.1.12. B.3: Incorporate varying perspectives and effective problem solving strategies used by peers during structured learning experiences, service learning or volunteering to assist in the creation of innovative solutions to an onsite problem.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities</p>

Hillsborough Township Public Schools
Grade 11
English III

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<p>author’s choice impact an audience?</p> <p>What do I do when a word doesn’t make sense?</p> <p>What makes collaboration meaningful?</p> <p>What makes a presentation great?</p> <p>“What I say” versus “How I say it,” does it really matter?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What makes a great story?</p> <p>In what way does creative choice impact</p>	<p>selecting appropriate style and structure for an audience and is strengthened through revision and technology.</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of structure and context to acquire, clarify, and use vocabulary.</p> <p>Comprehension is enhanced through a collaborative process of sharing and</p>	<p>extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>L.11.12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4:</p>	<p>audiences. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>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.</p> <p>Choose from a range of strategies when determining and clarifying unknown vocabulary.</p> <p>Understand figurative language, word relationships and</p>	<p>errors.</p> <p>Determine if purpose and audience have been fully addressed and revise if necessary.</p> <p>Recognize if revision and editing are not enough and a new approach is necessary.</p> <p>Identify the writing style that best fits the task, purpose, and audience.</p> <p>Use organizational /formatting structure to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p> <p>Employ prewriting strategies.</p> <p>Recognize the need for more than one draft.</p> <p>Apply revision strategies and editing techniques through multiple drafts to strengthen writing.</p> <p>Analyze ones own writing to determine clarity of purpose and audience.</p> <p>Determine a writing format/style</p>	<p>reading* - Web-research - Tests and Quizzes - Collaborative learning groups - Writing Portfolio* - Reflective Essay*</p>	<p>Harlem Renaissance, on American culture and values.</p> <p>6.1.12. C.8.a: Analyze the push/pull factors that led to the Great Migration.</p> <p>6.1.12. C.8.b: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.</p>	

Hillsborough Township Public Schools
Grade 11
English III

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<p>an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>evaluating ideas.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</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>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.11-12.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</p>	<p>nuances in word meanings.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Cite strong and thorough textual evidence to support</p>	<p>to fit the task, and/or audience.</p> <p>Recognize different writing tasks require varied time frames to complete.</p> <p>Understand writing exists for a variety of reasons.</p> <p>Recognize the conventions of Standard English can change over time and can be disputed/contested.</p> <p>Consult reference materials to resolve issues of complex or contested usage.</p> <p>Follow the standard rules of punctuation, capitalization and spelling.</p> <p>Identify how language functions in different contexts.</p> <p>Analyze the context of various texts and determine how diction affects meaning, style and comprehension.</p> <p>Explain and identify syntax and employ a variety of structures.</p> <p>Increasing vocabulary knowledge.</p> <p>Define and identify forms of figurative language.</p>			

Hillsborough Township Public Schools
Grade 11
English III

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		<p>comprehension or expression.</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>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RL11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.2: Determine central</p>	<p>analysis of what the text says explicitly as well as inferences 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>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>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</p>	<p>Interpret figures of speech</p> <p>Recognize word relationships to further understand multiple-words.</p> <p>Recognize the difference between denotative and connotative meaning.</p> <p>Analyze how words with similar denotations can carry different nuances.</p> <p>Identify various reasons for speaking.</p> <p>Define textual evidence, inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely to analyze explicit and implicit information from the text.</p> <p>Define theme through plot analysis.</p> <p>Analyze how multiple themes build on one another.</p> <p>Identify key elements of the story and genre, their interrelationships and the impact of the author's choices on the work as a whole.</p>			

Hillsborough Township Public Schools
Grade 11
English III

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		<p>ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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.11-12.9: Analyze how two or more texts address similar themes</p>	<p>meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.</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>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>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and</p>	<p>Define, identify and distinguish figurative language, literal language, denotative meanings and connotative meanings.</p> <p>Determine and analyze an author's choice for structure and the effect his/her choices has on the work as a whole.</p> <p>Identify foundational works of literature from different time periods.</p> <p>Identify two or more texts from the same time period that contain similar themes or topics.</p> <p>Analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Recognize when text is too easy or too difficult for the reader.</p> <p>Determine reading strategies that will aid in comprehension of difficult texts.</p> <p>Analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Determine if an author's structure</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.11.12.3: Analyze how and why individuals, events and ideas develop and interact over the course of the text.</p> <p>RI.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>proficiently.</p> <p>Apply grades 11- 12 reading standards to literature</p> <p>Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p>	is effective.			
Unit II: Emergence of the Individual 9 weeks							
<p>What do good writers do?</p> <p>What's my purpose and how do I develop it?</p>	Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened	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>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant information</p> <p>Introduce precise ,</p>	<p>Employ vivid language.</p> <p>Sequence events and signal changes with coherent transitions and structure.</p> <p>Create a concise whole and build toward a particular tone and</p>	<p>Diagnostic:</p> <ul style="list-style-type: none"> - Defining Satire * -Class Discussion * - Thesis identification exercise 	6.1.12. B.4.b: Analyze the impact of population shifts and migration patterns during the Reconstruction period.	9.1.12.B.3: Incorporate varying perspectives and effective problem solving strategies used by peers during

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Under-standings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
<p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>Why write?</p> <p>Why do the rules of language matter?</p> <p>Communicating clearly: What does it take?</p> <p>How does situation affect meaning?</p> <p>How does author's choice impact an audience?</p> <p>What do I do when a word doesn't make sense?</p> <p>What makes collaboration</p>	<p>through revision and technology.</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>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use knowledge of</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>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>L.11.12.1: Demonstrate command of the conventions of</p>	<p>knowledgeable claims, establish the significance of the claim, distinguish the claim from opposing claims, and create an organization that logically sequences the claim</p> <p>Develop claims and counterclaims fairly and thoroughly</p> <p>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text</p> <p>Establish and maintain a format style and objective tone</p> <p>Provide a concluding statement or section</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</p>	<p>outcome.</p> <p>Write a logical conclusion that reflects on the experience/events and provides a sense of closure.</p> <p>Use prewriting strategies to formulate ideas. Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Edit writing for mechanical errors.</p> <p>Determine if purpose and audience have been fully addressed and revise if necessary.</p> <p>Recognize if revision and editing are not enough and a new approach is necessary.</p> <p>Identify the writing style that best fits the task, purpose, and audience.</p> <p>Use organizational /formatting structure to develop writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates understanding of a specific writing style.</p> <p>Employ prewriting strategies.</p>	<p>Formative:</p> <ul style="list-style-type: none"> - Close-reading - Group discussions* - Literature analysis graphic organizer - Web-research - Tests and Quizzes - Open-ended responses * - Self-evaluation * - Collaborative learning groups - Analysis of informational text * - Peer reading and editing* - All stages of the writing process* - Outline Essay * - Drafting Essay* <p>Summative:</p> <ul style="list-style-type: none"> - Close – reading* - Web-research - Tests and Quizzes - Collaborative 	<p>6.1.12. D.4.a: Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p>6.1.12. A.5.c: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.C.5.b: Compare and contrast economic development and the cultural perspectives of the North, South, and West in the post-Civil War period.</p>	<p>structured learning experiences, service learning or volunteering to assist in the creation of innovative solutions to an onsite problem.</p> <p>9.1.12. C.4: Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning communities.</p>

Hillsborough Township Public Schools
Grade 11
English III

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<p>meaningful?</p> <p>What makes a presentation great?</p> <p>What I say versus How I say it, does it really matter?</p> <p>What do good readers do?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What makes a great story?</p> <p>In what way does creative choice impact an audience?</p> <p>Whose story is it, and why does it matter?</p>	<p>language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the</p>	<p>standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference</p>	<p>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>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Spell correctly</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Apply knowledge of language to</p>	<p>Recognize the need for more than one draft.</p> <p>Apply revision strategies and editing techniques through multiple drafts to strengthen writing.</p> <p>Analyze ones own writing to determine clarity of purpose and audience.</p> <p>Determine a writing format/style to fit the task, and/or audience.</p> <p>Recognize different writing tasks require varied time frames to complete.</p> <p>Understand writing exists for a variety of reasons.</p> <p>Recognize the conventions of Standard English can change over time and can be disputed/contested.</p> <p>Consult reference materials to resolve issues of complex or contested usage.</p> <p>Follow the standard rules of punctuation, capitalization and spelling.</p> <p>Identify how language functions in different contexts.</p>	<p>learning groups</p> <ul style="list-style-type: none"> - Writing Portfolio* - Comparison/ Contrast Or Synthesis Essay* - Interdisciplinary group project 		

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
	<p>use of visual displays, technology, and the appropriate use of language.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</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>materials, as appropriate.</p> <p>L.11-12.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>SL.11-12.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others'</p>	<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Choose from a range of strategies when determining and clarifying unknown vocabulary.</p> <p>Understand figurative language, word relationships and nuances in word meanings.</p> <p>Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to</p>	<p>Analyze the context of various texts and determine how diction affects meaning, style and comprehension.</p> <p>Explain and identify syntax and employ a variety of structures.</p> <p>Increasing vocabulary knowledge.</p> <p>Define and identify forms of figurative language.</p> <p>Interpret figures of speech</p> <p>Recognize word relationships to further understand multiple-words.</p> <p>Recognize the difference between denotative and connotative meaning.</p> <p>Analyze how words with similar denotations can carry different nuances.</p> <p>Identify various reasons for speaking.</p> <p>Define textual evidence, inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely to analyze explicit and implicit information from the</p>			

Hillsborough Township Public Schools
Grade 11
English III

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		<p>ideas and expressing their own clearly and persuasively</p> <p>SL.11-12.5: Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>RL.11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL11-12.3: Analyze how and why individuals, events,</p>	<p>comprehension or expression.</p> <p>Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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.</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</p>	<p>text.</p> <p>Define theme through plot analysis.</p> <p>Analyze how multiple themes build on one another.</p> <p>Identify key elements of the story and genre, their interrelationships and the impact of the author's choices on the work as a whole.</p> <p>Define, identify and distinguish figurative language, literal language, denotative meanings and connotative meanings.</p> <p>Determine and analyze an author's choice for structure and the effect his/her choices has on the work as a whole.</p> <p>Identify foundational works of literature from different time periods.</p> <p>Identify two or more texts from the same time period that contain similar themes or topics.</p> <p>Analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Recognize when text is too easy</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Under-standings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>and ideas develop and interact over the course of a text.</p> <p>RL.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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>LA.11-12.RL.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RL.11-12.9: Analyze how two or more texts address similar themes or topics in order to</p>	<p>summary of the text.</p> <p>Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>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.</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>Demonstrate knowledge of eighteenth, nineteenth</p>	<p>or too difficult for the reader.</p> <p>Determine reading strategies that will aid in comprehension of difficult texts.</p> <p>Analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p> <p>Determine if an author's structure is effective.</p> <p>Define central idea</p> <p>Determine two or more central ideas of text and recognize how they build on one another to develop complex meaning</p> <p>Compose an objective summary stating the key points of the text without adding personal opinion.</p> <p>Define point of view.</p> <p>Determine author's perspective and explain his/her purpose for writing the text.</p> <p>Identify and analyze the rhetorical strengths of an author's purpose and perspective.</p> <p>Analyze how the author's style and content contribute to the</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.10: 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 inferences from it; cite specific textual evidence when writing or speaking to support conclusions 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.11-12.6: Assess how point of view or purpose</p>	<p>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>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</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 the text.</p> <p>Apply grades 11-12 reading standards to literary non-fiction</p>	<p>power, persuasiveness, or beauty of the text.</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		shapes the content and style of a text.					
Unit III: Different Voices 9 weeks							
<p>What do good readers do?</p> <p>How do readers construct meaning from text?</p> <p>Why is author's word choice critical?</p> <p>In what ways does creative choice impact an audience?</p> <p>How do readers construct meaning from text?</p> <p>In what ways does creative choice impact an audience?</p> <p>How do</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text</p> <p>Analyzing 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 content</p> <p>Writing should be purposely</p>	<p>RL.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.CCR.3: Analyze how and why individuals, events, and ideas develop over the course of a text</p> <p>RL.CCR.4: Interpret words and phrases used in a text, including determining technical, connotative, and figurative meanings, and analyze</p>	<p>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).</p> <p>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.</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text</p>	<p>Create inferences and explain how a reader uses textual evidence</p> <p>Analyze plot</p> <p>Analyze two or more themes</p> <p>Define and identify various forms of figurative language.</p> <p>Distinguish between literal and figurative language.</p> <p>Analyze how and authors' choice of specific words evokes a particular meaning or tone in a text and how using language in a new way creates an engaging overall effect.</p> <p>Identify an author's point of view in a text.</p> <p>Recognize when authors use literary techniques (e.g. satire, sarcasm, irony, or understatement) to shape the content and style of a text.</p> <p>Identify textual evidence.</p> <p>Read closely and find answers</p>	<p>Diagnostic:</p> <ul style="list-style-type: none"> -On-line discussion forums -Self-evaluation worksheets - Group/partnered /whole class discussions* - KWL charts - Terminology identification* <p>Formative:</p> <ul style="list-style-type: none"> - Class discussion* - Worksheets/graphic organizers - Open-ended responses* - Response journals - Literary concept assessment - Student surveys - Anticipation guides - Whole class discussions 	<p>6.1.12. A.6.b: Evaluate the role of organized women in promoting government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12. D.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the</p>	<p>9.1.12.A.1: Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>9.1.12.D.1: Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p>9.1.12.C.4: Demonstrate leadership and collaborative skills when</p>

Hillsborough Township Public Schools
Grade 11
English III

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<p>students clarify what was just read?</p> <p>How do effective writers express themselves?</p> <p>How do writers develop a well written product?</p> <p>Why does a writer choose a particular form or style of writing?</p> <p>Why do the rules of grammar matter?</p> <p>What does it take for effective communications?</p> <p>How do rules of language affect communication?</p>	<p>focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language</p> <p>Effective readers, writers, and listeners use knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading and listening</p>	<p>how specific worked choices shape the meaning or tone</p> <p>RL.CCR.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.CCR.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>RI.CCR.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RI.CCR.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p>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>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.</p> <p>Determine two or more 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 provide</p>	<p>explicitly in text and answers that require an inference.</p> <p>Choose a topic and identify and select the most significant and relevant information to develop and share with the audience.</p> <p>Recognize that the conventions of standard English usage can change over time.</p> <p>Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Identify how language functions in different contexts.</p> <p>Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension</p> <p>Explain that syntax refers to how words are arranged to form sentences.</p> <p>Identify irregular/varied syntax.</p> <p>Infer the meaning of unknown words using context clues.</p>	<p>- Non-fiction analysis*</p> <p>- Web-based research*</p> <p>- Peer review worksheets*</p> <p>- Research proposals*</p> <p>- Annotated bibliographies*</p> <p>-Research rough draft*</p> <p>Summative:</p> <p>- Research paper*</p> <p>- Quizzes*</p> <p>- Novel tests*</p> <p>- Interdisciplinary group project*</p> <p>- In-class essay*</p>	<p>19th Amendment.</p> <p>6.1.12. D.9.b: Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.</p>	<p>participating in online learning communities and structured learning communities.</p> <p>9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and implications for solving the problem(s) using different perspectives.</p> <p>9.1.12.D.2: Determine the immediate and long-term effect of cross-cultural misconceptions/ misunderstandings resulting from a past or current international issue(s) or event(s).</p>

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Under-standings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
<p>How does situation affect meaning?</p> <p>When a word doesn't make sense, what do good readers do to determine meaning?</p>		<p>RI.CCR.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.CCR.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>RI.CCR.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.CCR.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>W.CCR.2: Write informative/explanator</p>	<p>a complex analysis; provide an objective summary of the text.</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 the text.</p> <p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding</p>				

Hillsborough Township Public Schools
 Grade 11
 English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>y texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.CCR.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>W.CCR.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>L.CCR.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.CCR.3: Apply</p>	<p>comprehension.</p> <p>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.</p> <p>Use technology, including the internet to produces, pu8blish, and update individual or shared writing products</p> <p>Integrate and evaluate multiple sources of information presented in different media and formats</p> <p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and</p>				

Hillsborough Township Public Schools
 Grade 11
 English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>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.</p> <p>L.CCR.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	<p>concepts.</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Use context (e.g., the</p>				

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
			<p>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>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.</p>				
Unit IV: The American Dream 9 weeks							
<p>What do good readers do?</p> <p>How clear am I about what I just read?</p> <p>Author's choice" Why does it matter?</p> <p>What makes a story a "great"</p>	<p>Effective readers use a variety of strategies to make sense of key ideas and details presented in the text.</p> <p>Analyze texts for structure, purpose, and viewpoint to gain insight and strengthen</p>	<p>RL.11-12.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>RL.11-12.3: Analyze how and why</p>	<p>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.</p> <p>Analyze the impact of the author's choices regarding how to</p>	<p>Read closely and find answers explicitly in the text and answers that require inference.</p> <p>Determine places in the text that leave matters uncertain.</p> <p>Identify elements of a story or drama.</p> <p>Analyze how elements of a story or drama are developed and/or interrelated.</p>	<p>Diagnostic: - Terminology - KWL Chart</p> <p>Formative: - Close reading* - Textual annotations - Dramatic interpretation* - Character study - Theme Study* - Readings on</p>	<p>6.1.12. A.2.a: Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>6.1.12.D.3.e: Determine the impact of religious and social movements on the development of</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.1.12. C.3: Explain why some current and/or past world leaders have had</p>

Hillsborough Township Public Schools
Grade 11
English III

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<p>story?</p> <p>Whose story is it, and why does it matter?</p> <p>How does creative choice impact an audience?</p> <p>What do good writers do?</p> <p>What is my purpose and how do I develop it?</p> <p>What do good researchers do?</p> <p>Making meaning from a variety of sources: What will help?</p> <p>What makes collaboration meaningful?</p> <p>What makes a presentation “great”?</p>	<p>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>Effective writers use a variety of formats to communicate ideas appropriate for the audience, task, and time frame.</p> <p>Effective research presents an answer to a question and demonstrates understanding of</p>	<p>individuals, events, and ideas develop and interact over the course of a text.</p> <p>RL.11-12.5: 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.</p> <p>RL.11-12.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</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.11.10:</p>	<p>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).</p> <p>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.</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>By the end of grade</p>	<p>Analyze the impact of any author’s choices in presenting elements of a story or drama.</p> <p>Determine how an author chose to structure specific parts of a text.</p> <p>Analyze specific parts of a text and explain how the individual parts fit into the overall structure.</p> <p>Analyze how an author’s choice of structuring specific parts of a text affects the overall meaning.</p> <p>Identify various foundational works of American literature from different time periods.</p> <p>Analyze how authors of two or more texts from the same time period treat similar themes or topics.</p> <p>Analyze how the point of view of an author impacts his/her approach to a theme or topic found in a particular time period.</p> <p>Determine reading strategies that will make help with comprehension of difficult texts.</p> <p>Determine two or more central ideas of a text.</p> <p>Determine how two or more</p>	<p>process</p> <ul style="list-style-type: none"> - Inventories and surveys - Group discussions* - Collaborative learning groups - Web-research and evaluation* - Peer reading and editing* - Interview questions* <p>Summative:</p> <ul style="list-style-type: none"> - Literature quizzes/tests* - Interview presentation* - Synthesis Essay 	<p>American culture, literature, and art.</p> <p>6.1.12. C.13.a: Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12. D.13.b: Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p> <p>6.1.12. D.13.d Determine the extent to which suburban living and television supported conformity and stereotyping during this time period,</p>	<p>a greater impact on people and society than others, regardless of their countries of origin.</p> <p>9.1.12. D.1: Interpret spoken and written communication within the appropriate cultural context.</p> <p>9.1.12. F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
<p>Communicating clearly: What does it take?</p> <p>When a word doesn't make sense, what can I do?</p>	<p>the inquiry.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for the audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers, writers, and listeners use</p>	<p>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 inferences from it; cite specific textual evidence when writing or speaking to support conclusions 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.11-12.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning</p>	<p>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.</p> <p>Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</p> <p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist</p>	<p>central ideas of a text interact and build on one another to develop a text with complex meaning.</p> <p>Compose an objective summary stating the key points of the text without adding personal opinions or feelings.</p> <p>Analyze how specific ideas and/or events interact and develop within a complex set of ideas or sequence of events.</p> <p>Distinguish between literal language and figurative language.</p> <p>Analyze how a key term or terms are used and refined over the course of a text.</p> <p>Determine an author's point of view and explain his/her purpose for writing the text.</p> <p>Define rhetoric.</p> <p>Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her point of view or purpose.</p> <p>Analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.</p>		<p>while new music, art, and literature acted as catalysts for the counterculture movement.</p>	

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
	<p>knowledge of language to make appropriate choices when presenting information and to clarify meaning when reading or listening.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>or tone.</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 the evidence.</p> <p>RI.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>RI.11.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.11-12.1.: Write</p>	<p>No. 10).</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 the text.</p> <p>Analyze multiple interpretations of a story, drama or poem</p> <p>Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</p> <p>Analyze seventeenth-, eighteenth-, and nineteenth-century</p>	<p>Identify the premises, purposes, and arguments found in works of public advocacy.</p> <p>Delineate and evaluate the premises, purposes, and arguments found in works of public advocacy.</p> <p>Analyze how different foundational U.S. documents utilize rhetorical features and themes.</p> <p>Define common organization structures and determine the structure that will organize complex ideas so that each new element builds on what precedes it.</p> <p>Analyze the information, identify domain-specific vocabulary for the topic and organize information into broader categories using a chosen structure.</p> <p>Choose several sources and synthesize information to answer a research inquiry.</p> <p>Create an interview project to demonstrate understanding of the American Dream.</p> <p>Write and speak to inform.</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Under-standings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2: Write informative explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.11-12.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>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)</p>	<p>foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</p> <p>By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>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.</p> <p>Introduce a topic;</p>	<p>Research material to be discussed and determine key points and/or central ideas.</p> <p>Participate in a discussion by posing questions that connect the ideas of several speakers, responding to questions, and elaborating on an idea to ensure a full range of positions on a topic or issue.</p> <p>Propel conversations by clarifying, verifying, or challenging ideas and conclusions to promote divergent and creative perspectives.</p> <p>Come prepared with key points and textual evidence to contribute to a discussion and stimulate a thoughtful well-reasoned exchange of ideas.</p> <p>Define point of view as how a speaker feels about a situation/topic being presented.</p> <p>Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used by the speaker.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Under-standings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>for a range of tasks, purposes, and audiences.</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>SL.11-12.2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.11-12.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning</p>	<p>organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the</p>	<p>purpose.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, and audience.</p> <p>Integrate appropriate digital media in a strategic manner to improve my presentation.</p> <p>Identify various reasons for speaking.</p> <p>Recognize that certain standard English usage can be contested, and individuals can dispute what is correct/proper.</p> <p>Apply common conventions of punctuation and mechanics of standard English to speaking/writing.</p> <p>Infer the meaning of unknown words using context clues.</p> <p>Recognize and define common affixes and roots.</p> <p>Interpret figures of speech and analyze their overall role in the text.</p> <p>Analyze how certain words and phrases that have similar</p>			

Hillsborough Township Public Schools
Grade 11
English III

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
		<p>and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>SL.11-12.5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p>SL.11-12.6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of</p>	<p>topic).</p> <p>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> <p>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>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on</p>	<p>denotations can carry different nuances.</p> <p>Acquire and use college and career readiness level academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, and speaking, and listening.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc., and determine the most appropriate words or phrase to express overall meaning.</p>			

Hillsborough Township Public Schools
Grade 11
English III

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		<p>standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>L.11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>	<p>grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>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>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>Respond thoughtfully</p>				

Hillsborough Township Public Schools
 Grade 11
 English III

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		<p>independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	<p>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.</p> <p>Integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems evaluating the credibility and accuracy of each source</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>				

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 Grade 11
 English III

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			<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>Work with peers to promote civil, democratic discussions and decisions making, set clear goals and deadlines, establish individual role as needed</p> <p>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</p>				

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Grade 11
English III

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			<p>add interest.</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.</p> <p>Demonstrate</p>				

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 Grade 11
 English III

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			<p>command of mechanics.</p> <p>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>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>Verify the preliminary determination of the meaning of a word or</p>				

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 Grade 11
 English III

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			<p>phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>Analyze nuances in the meaning of words with similar denotations.</p> <p>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> <p>Observer hyphen conventions</p>				