

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<b>Unit I: Introduction to Early War Writings 2 weeks</b>							
<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 the characteristics of war writing.</p> <p>Students will learn the importance of the warrior spirit that was prevalent in early writings and is still valued in contemporary writings.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p><b>RL.11-12.1-</b> 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><b>RL.11-12.2-</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><b>SL.11-12.1-</b> Prepare for and participate effectively in a range of conversations and</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>Initiate and participate</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 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 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>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 for specific purposes</p> <p>Socratic seminars</p>	<p><b>SOC.9-12.6.1.12.A.1.b</b> Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p><b>RH-9-10.9-</b> Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p><b>RH-11-12.6-</b> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p>	<p><b>WORK.9-12.9.1.12.1</b> - 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><b>WORK.9-12.9.1.12.1</b> -Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> <p><b>WORK.9-12.9.1.12.F.2</b> - Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experience</p>

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.				
<b>Unit II: Writings from The American Civil War 3 weeks</b>							
<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? How do I</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</p>	<p><b>RL.11-12.5-</b> 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><b>RL.11-12.6-</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.11-12.9 –</b> Analyze how</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,</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>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 for specific purposes</p>	<p><b>TEC.9-12.8.1.12.A.3</b> Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning</p> <p><b>TEC.9-12.8.1.12.D.2</b> Demonstrate appropriate use of copyrights, fair use and creative commons</p> <p><b>RH-9-10.9-</b> Compare and contrast treatment of</p>	<p><b>WORK.9-12.9.1.12.F.2 -</b> Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p><b>WORK.9-12.9.1.12.1</b> -Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<p>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>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>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p>	<p>two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>RL.12.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RI.11-12.6</b>- Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RI.11.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>W.11-12.1</b>-Write arguments to support claims in</p>	<p>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 in which the development, organization, and style are appropriate to</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>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>	<p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>the same topic in several primary and secondary sources.</p> <p><b>RH-11-12.6</b>- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p>	

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>SL.11-12.1-</b> Prepare for and participate effectively in a range of conversations</p>	<p>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 and expressing their own clearly and persuasively.</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

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
<b>Unit III: Writings of the First World War 6 weeks</b>							
<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? How do I know?</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</p>	<p><b>RL.11-12.5-</b> 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><b>RL.11-12.6-</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.11-12.9 –</b> Analyze how two or more</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</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>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 for specific purposes</p>	<p><b>TEC.9-12.8.1.12.A.3</b> Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning</p> <p><b>TEC.9-12.8.1.12.D.2</b> Demonstrate appropriate use of copyrights, fair use and creative commons</p> <p><b>RH-9-10.9-</b> Compare and contrast treatment of the same topic in</p>	<p><b>WORK.9-12.9.1.12.F.2 -</b> Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p><b>WORK.9-12.9.1.12.1 -</b> Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<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>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>Understanding the agonies facing humanity such as isolation, death, self-doubt, failure, guilt, and identity.</p> <p>Comprehension is</p>	<p>texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><b>RI.12.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RI.11-12.6</b>- Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RI.11.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>W.11-12.1</b>-Write arguments to support claims in an analysis of</p>	<p>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 in which the development, organization, and style are appropriate to task, purpose, and</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>I can recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p>	<p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>several primary and secondary sources.</p> <p><b>RH-11-12.6</b>- Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p>	

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	<p>enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>SL.11-12.1-</b> Prepare for and participate effectively in a range of conversations and</p>	<p>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 and expressing their own clearly and persuasively.</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

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.					
<b>Unit IV: Writings of the Second World War 4 weeks</b>							
<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>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><b>RL.11-12.5-</b> 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><b>RL.11-12.6-</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.11-12.9 –</b> Analyze how two or more texts address similar themes or topics in order to build knowledge</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</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</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 for specific purposes</p> <p>Envelop activities for literary analysis</p>	<p><b>TEC.9-12.8.1.12.A.3</b> Participate in online courses, learning communities, social networks or a virtual world as resources for lifelong learning</p> <p><b>TEC.9-12.8.1.12.D.2</b> Demonstrate appropriate use of copyrights, fair use and creative commons</p> <p><b>RH-9-10.9-</b> Compare and contrast treatment of the same topic in several primary and secondary sources.</p> <p><b>RH-11-12.6-</b></p>	<p><b>WORK.9-12.9.1.12.F.2 -</b> Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p> <p><b>WORK.9-12.9.1.12.1</b> -Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p>

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<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>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>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>or to compare the approaches the authors take.</p> <p><b>RL.12.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RI.11-12.6</b>- Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RI.11.10</b>-Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>W.11-12.1</b>-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and</p>	<p>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 in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Develop and strengthen writing</p>	<p>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>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,</p>	<p>Socratic seminars</p> <p>Analysis/argument essays</p> <p>Oral Presentations</p>	<p>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence</p>	

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	<p>Comprehension is enhanced through a collaborative process of sharing and evaluating ideas.</p>	<p>relevant and sufficient evidence.</p> <p><b>W.11-12.4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>SL.11-12.1-</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on</p>	<p>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>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

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
		others' ideas and expressing their own clearly and persuasively.					
<b>Unit V: Writings of the Vietnam War and Post-Vietnam War Conflicts</b> 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? 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>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 purposely focused, detailed, organized, and sequenced in a</p>	<p><b>RL.11-12.5-</b> 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><b>RL.11-12.6-</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RL.11-12.9 –</b> 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><b>RL.12.10-</b>Read</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 early twentieth-century foundational</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>I can analyze how the author's style and content contribute to</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 for specific purposes</p> <p>Envelop activities for literary analysis</p> <p>Socratic seminars</p> <p>Analysis/argument essays</p>		

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
<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>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>Critiquing pro-war and anti-war literatures of a time period.</p> <p>Comprehension is enhanced through a collaborative process of sharing and evaluating</p>	<p>and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>RI.11-12.6-</b> Assess how point of view or purpose shapes the content and style of a text.</p> <p><b>RI.11.10-</b>Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><b>W.11-12.1-</b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.11-12.4-</b></p>	<p>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 strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	<p>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 promote civil, democratic discussions and decision-making.</p> <p>I can participate in a discussion by posing</p>	<p>Oral Presentations</p>		

Hillsborough Township Public Schools  
High School

War Fiction

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative	Inter-disciplinary Connections	21 <sup>st</sup> Century Connections
	ideas.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.11-12.5-</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p><b>SL.11-12.1-</b> 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>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>	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.			

Hillsborough Township Public Schools  
High School

War Fiction