Paulsboro Schools

Curriculum

CP Eng IV

Grade 12

2010 - 2011

* For adoption by all regular education programs
Board Approved: Sept 2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.

PAULSBORO SCHOOL DISTRICT

Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

Introduction/Philosophy:

Introduction/philosophy: The philosophy of the Paulsboro School District Language Arts Literacy Program is to provide students with a multitude of educational opportunities and 21st century skills necessary for the lifelong learning. The educational program takes into account the physical, social, and emotional needs of every student. We recognize that students come to school with prior knowledge and learn best when they can communicate views effectively through reading, writing, listening, thinking , and viewing the world in which we live. Emphasis on language is placed on authentic, problem/ project based situations that provide opportunities for students to interact with new understandings which they link to prior knowledge. Through open-ended activities, students engage in interdisciplinary studies based where they are and take their learning as far as possible. Because of the global and ever changing nature of our society, the Language Arts Literacy Program will engage students with the experiences necessary to develop the threshold skills of critical thinking , strategizing, communicating, and acting democratically in the world.

Educational Goals (taken from NJCCCS)

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

New Jersey State Department of Education Core Curriculum Content Standards
A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

http://www.njcccs.org/search.aspx

clicking on this link will take you here:

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

http://www.njcccs.org/search.aspx

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with…. The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area	Science		
Standard (Enduring understanding)	**5.1 Science Practices:** All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.		
Strand	**A. Understand Scientific Explanations :** Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world. (Educational goal)		
end of grade (Essential Question)	**Content Statement**	**CPI#**	**Cumulative Progress Indicator (CPI)**
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1 (Conceptual understanding)	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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Scope and Sequence Map

Quarter 1

Big Idea 1
Reading: Literature and Informational Texts/Vocabulary
The ability to read a variety of texts requires independence, comprehension and fluency.
Effective speakers and writers understand the rules of language and have extensive vocabularies built through reading and study.

Big Idea 2
Writing/Language
Writing is the process of communicating in print for a variety of audiences and purposes.

Big Idea 3
Speaking and Listening
Oral language and listening are tools for communicating, thinking and learning.

Quarter 2

Big Idea 1
Reading: Literature and Informational Texts/Vocabulary
The ability to read a variety of texts requires independence, comprehension and fluency.
Effective speakers and writers understand the rules of language and have extensive vocabularies built through reading and study.

Big Idea 2
Writing/Language
Writing is the process of communicating in print for a variety of audiences and purposes

Big Idea 3
Speaking and Listening
Oral language and listening are tools for communicating, thinking and learning.

Scope and Sequence Map Page 2

Quarter 3

Big Idea 1
Reading: Literature and Informational Texts/Vocabulary

The ability to read a variety of texts requires independence, comprehension and fluency.
Effective speakers and writers understand the rules of language and have extensive vocabularies built through reading and study.

Big Idea 2
Writing/Language

Writing is the process of communicating in print for a variety of audiences and purposes

Big Idea 3
Speaking and Listening

Oral language and listening are tools for communicating, thinking and learning.

Quarter 4

Big Idea 1
Reading: Literature and Informational Texts/Vocabulary

The ability to read a variety of texts requires independence, comprehension and fluency.
Effective speakers and writers understand the rules of language and have extensive vocabularies built through reading and study.

Big Idea 2
Writing/Language

Writing is the process of communicating in print for a variety of audiences and purposes

Big Idea 3
Speaking and Listening

Oral language and listening are tools for communicating, thinking

and learning.	

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:
http://www.nj.gov/education/aps/cccs/

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

CP English IV

Quarter 1

Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument,

Big Idea 1

Reading: Literature and Informational Texts/Vocabulary

The ability to read a variety of texts requires independence, comprehension and fluency.

Topic: Shakespeare and the Human Experience

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: Students will study the life and works of William Shakespeare.

Goal 2: Students will examine the basic elements of a comedy and analyze characters, themes, and language in Shakespeare's "The Tempest".

Essential Questions:

Why should students study Shakespeare's time, life and writing?
What are the unique features of a Shakespearean comedy?
How are Shakespeare's themes universal?

Enduring Understanding:

Shakespeare is the most influential writer in literary history.
A Shakespearen comedy has unique characteristics that distinguish it from other genres of drama.

Learning Activities:

Read the Biography of William Shakespeare
Read Shakespeare's Authorship Argument
Iambic Pentameter Lesson
Read Shakespearean Sonnets
Shakespearean Comedies Power Point
In class reading of "The Tempest"
Group and class discussions
Vocabulary in Context
Respond to literature in open ended responses- Holistic Scoring

including whether the structure makes points clear, convincing, and engaging. RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 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. L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.	Shakespeare explores timeless ideas such as love, jealousy, relationships, revenge and forgiveness.	**Assessment Models:** Class Participation Quizzes and Tests Homework Classwork **Additional resources:** *Prentice Hall: World Literature* Teacher Handouts Smartboard Streaming Video Clips COW Cart Power Point

Curriculum Management System - Big Idea 2

CP English IV

Quarter 1

Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes

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

W.11-12.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate;

Big Idea
Writing/Language
Writing is the process of communicating in print for a variety of audiences and purposes

Topic: Research Paper and Poetry

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.

Goal 1: Students will write in a variety of genres for different audiences and purposes while demonstrating an understanding of the rules of language.

Essential Questions:

How do good writers express themselves? How does process shape the writer's product?
How do rules of language affect communication?
Why does a writer choose a particular form of writing?
How doe writers develop a well written product?

Enduring Understanding:

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
Rules, conventions of language, help readers understand what is being communicated.
A writer selects a form based on audience and purpose.

Learning Activities:

Write poetry using Iambic Pentameter
Complete Note Cards/Source Cards
Develop a thesis statement
Create an outline
Explore MLA Format
Pre-writing- Rough Draft
Editing
Peer Revision
Final Draft

Assessment Models:

Quizzes
Holistic scoring of open ended questions and research paper
Homework
Classwork

synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		**Additional resources:** *Write Source* Handouts Teacher produced models NJ Holistic Scoring Rubric COW Cart Smartboard Library Librarian

Curriculum Management System – Big Idea 3

CP English IV	
Quarter 1 Objective/ Cluster Concept/ Cumulative Progress Indicators **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: SL.11-12-1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SL.11-12.4 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	**Big Idea** **Speaking and Listening** Oral language and listening are tools for communicating, thinking and learning. ## Topic: Shakespearean Oral Presentation and Discussions ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> ## Goal 1: Students will demonstrate and understand the role of speaking and listening in learning. | **Essential Questions:** How can discussion increase our knowledge and understanding of an idea(s)? How does a speaker communicate so others will listen and understand the message? How does use of digital media enhance a presentation? **Enduring Understanding:** Oral discussion helps build connections to others and create opportunities for learning. A speaker selects a form and organizational pattern based on the audience and purpose. Effective use of digital media reinforces and expands on the speaker's message.	**Learning Activities:** Research and oral presentation on a Shakespearean topic Group discussions of Shakespeare and the Human Experience Debate on the Authorship Arugment **Assessment Models:** Holistic Scoring Rubric for presentation Class Participation **Additional resources:** Smartboard Streaming Video Clips

appropriate to purpose, audience, and a range of formal and informal tasks.		COW Cart Film- *The Tempest*

Curriculum Management System Big Idea 1

CP English IV	
Quarter 2 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ **The student will be able to:** RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.6 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). RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	**Big Idea 1** **Reading: Literature and Informational Texts/Vocabulary** <mark>The ability to read a variety of texts requires independence, comprehension and fluency.</mark> **Topic: Literature of Alientation** **Overarching Goals:** 1. <mark>Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</mark> 2. <mark>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</mark> 3. <mark>Investigate, research, and synthesize information from various media sources.></mark> **Goal 1:** Students will examine the theme of alienation through the study of short stories and a novella. **Essential Questions:** How does the background of the author influence his/her writing? How does an author develop a theme in a literary work? How are the themes and subjects of short stories relevant to our lives? **Enduring Understanding:** An authors life experiences are often reflected in their literary works. An author uses language devices, such as symbolism, imagery and recurring motifs, to develop a theme. Themes such as alienation are universal and timless and help us to understand our own lives. **Learning Activities:** Read the biographies of the short story authors Read short stories related to the theme of Alienation Modernism Lesson Read two Modernist Short Stories In class reading of "Metamorphosis" Group and class discussions Vocabulary in Context Respond to literature in open ended responses- Holistic Scoring **Assessment Models:** Class Participation Quizzes and Tests

		Homework Classwork **Additional resources:** *Prentice Hall: World Literature* *Literary Calvalcade* Teacher Handouts Smartboard

CP English IV

Quarter 2
Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/

The student will be able to:

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.
W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.
W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Big Idea
Writing/Language
Writing is the process of communicating in print for a variety of audiences and purposes.

Topic: Persuasive Writing

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: The students will write arguments to support claims in an analysis of topics using valid reasoning, and relevant and sufficient evidence.

Essential Questions:

What is the purpose of argumentative writing?
How is word choice and language crucial to argumentative writing?
How does the writer's knowledge of the audience influence the development of the argumentative essay?

Enduring Understanding:

The purpose of a persuasive essay is to present and develop a compelling argument for the position taken in the essay.
Command of the rules of language and effective word choice are essential in creating a successful persuasive argument.
The writer's understanding of his/her audience is integral in determining the development and organization of the argument, as well as the stylistic techniques that can be utilized in writing.

Learning Activities:

Write a letter home from a Vietnam soldier
Examine models of good persuasive essays
Pre-writing
Writing and editing
Peer revision
Self-reflection and scoring using the NJ Holistic Scoring Rubric

Assessment Models:

Holistic scoring of persuasive writing
Homework
Classwork

		Additional resources: *Write Source* Handouts Teacher produced models NJ Holistic Scoring Rubric Smartboard

CP English IV

Quarter 2 Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

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

SL.11-12.4 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.

Big Idea

Speaking and Listening

Oral language and listening are tools for communicating, thinking and learning.

Topic: Modernism Presentation, Discussions

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: Students will demonstrate and understand the role of speaking and listening in learning.

Essential Questions:

How can discussion increase our knowledge and understanding of an idea(s)?

How does a speaker communicate so others will listen and understand the message?

How does use of digital media enhance a presentation?

Enduring Understanding:

Oral discussion helps build connections to others and create opportunities for learning.

A speaker selects a form and organizational pattern based on the audience and purpose.

Effective use of digital media reinforces and expands on the speaker's message.

Learning Activities:

Research and oral presentation on a Modernist Author

Group discussions of Modernism and the Literature of Alientation

Assessment Models:

Holistic Scoring Rubric for presentation

Class Participation

Additional resources:

Smartboard

COW Cart

Curriculum Management System – Big Idea 1

CP English IV	

Quarter 3

Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11-12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

RI.11-12.3 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.

Big Idea

Reading: Literature and Informational Texts/Vocabulary

The ability to read a variety of texts requires independence, comprehension

Topic: Historical Fiction

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: Students will analyze historical background, themes, character development, and literary techniques in an in-depth study of a novel.

Essential Questions:

Why do people tell stories?
How does truth play a role in fiction?
Does truth matter in fiction?

Enduring Understanding:

Story telling/re-telling is a societal and cultural need in order to make sense of our existence and experience the world.
In fiction, truth is not a matter of fact but instead how one perceives and experiences truth.
There are multiple alternative truths to every historical event.
.

Learning Activities:

Read handouts about the Vietnam War
Research the Vietnam War Era using the COW Cart
Complete activites from The Things They Carried activity booklet
Group and class discussions
Vocabulary in Context
Respond to literature in open ended responses- Holistic Scoring

Assessment Models:

Class Participation
Quizzes and Tests
Homework
Classwork

| RI.11-12.4 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. | | **Additional resources:**
The Things They Carried
Literary Cavalcade
Teacher Handouts
Smartboard
COW Cart |

Curriculum Management System Big Idea 2

CP English IV	
Quarter 3 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ **The student will be able to:** W.11-12.2 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Big Idea** **Writing/Language** <mark>Writing is the process of communicating in print for a variety of audiences and purposes</mark>.

Topic: Expository Writing and Creative Writing

Overarching Goals:

1. <mark>Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</mark>
2. <mark>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</mark>
3. <mark>Investigate, research, and synthesize information from various media sources.></mark>

Goal 1: Students will write an expository essay to examine and analyze ideas and information.

Goal 2: Students will write a letter from the point of view of a character in the novel.

Essential Questions:

How does a writer choose a particular form of writing?
How does a writer develop a topic in an expository essay?
Why must a writer follow the rules of language?
What is the value of creative expression?

Enduring Understanding:

A writer selects a form based on audience and purpose.
Writers develop the topic thoroughly with details such as facts, extended definitions, concrete details, quotations, and examples.
Rules and conventions of language help readers understand what is being communicated.
Creative writing is a means to explore meaning and respond to literature.

Learning Activities:

Write a letter home from a Vietnam soldier
Examine models of good expository essays
Pre-writing
Writing and editing
Peer revision
Self-reflection and scoring using the NJ Holistic Scoring Rubric

Assessment Models:

Holistic scoring of expository writing
Homework
Classwork

		Additional resources:
		Write Source Handouts Teacher produced models NJ Holistic Scoring Rubric COW Cart Smartboard

Curriculum Management System Big Idea 3

CP English IV	
Quarter 3 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ ## The student will be able to: SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. SL.11-12.4 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.	**Big Idea** **Speaking and Listening** Oral language and listening are tools for communicating, thinking and learning. ## Topic: Historical Topic Presentation, Discussions ## Overarching Goals: 1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes 2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats. 3. Investigate, research, and synthesize information from various media sources.> ## Goal 1: Students will demonstrate and understand the role of speaking and listening in learning.

Essential Questions:

How can discussion increase our knowledge and understanding of an idea(s)?
How does a speaker communicate so others will listen and understand the message?
How does use of digital media enhance a presentation?

Enduring Understanding:

Oral discussion helps build connections to others and create opportunities for learning.
A speaker selects a form and organizational pattern based on the audience and purpose.
Effective use of digital media reinforces and expands on the speaker's message.

Learning Activities:

Research and oral presentation on a Vietnam War topic
Group discussions of the Vietnam War and historical fiction
Debate on the Vietnam War

Assessment Models:

Holistic Scoring Rubric for presentation
Class Participation

Additional resources:

Smartboard
COW Cart
Streaming Video Clips
Film- *Platoon*

CP English IV

Quarter 4
Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards

http://www.nj.gov/education/aps/cccs/

The student will be able to:

RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly, fresh, engaging, or beautiful.

RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

RI.11-12.2 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.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events

Big Idea
Reading: Literature and Informational Texts/Vocabulary
<mark>The ability to read a variety of texts requires independence, comprehension</mark>

Topic: Anglo-Saxon Literature and History

Overarching Goals:

1. <mark>Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes</mark>
2. <mark>Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.</mark>
3. <mark>Investigate, research, and synthesize information from various media sources.></mark>

Goal 1: Students will explore the heroic ideal through Anglo-Saxon Literature.

Essential Questions:
What do the values held by characters in Anglo-Saxon Literature tell us about their society?
How does the Anglo-Saxon idea of a hero differ from that of modern society?

Enduring Understanding:
The characters show the importance of the heroic ideal, free will, and fate in Anglo-Saxon society.
The idea of a hero still exists; however, it has evolved to reflect the changing society.

Learning Activities:
Vocabulary in Context
Respond to literature in open ended responses- Holistic Scoring

Assessment Models:
Class
Participation
Quizzes and Tests
Homework
Classwork

Additional resources:
Prentice Hall: British Literature
Beowulf Activity Book
Teacher Handouts
Smartboard

interact and develop over the course of the text.		COW Cart The Film- *Beowulf*

Curriculum Management System Big Idea 2

CP English IV	
Quarter 4 **Objective/ Cluster Concept/ Cumulative Progress Indicators** **Taken from CPI's in NJCCCS standards** http://www.nj.gov/education/aps/cccs/ # The student will be able to: 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. W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes. W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Big Idea** **Writing/Language** ==Writing is the process of communicating in print for a variety of audiences and purposes==. ## Topic: Narrative Writing ## Overarching Goals: 1. ==Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes== 2. ==Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.== 3. ==Investigate, research, and synthesize information from various media sources.>== ## Goal 1: The student will write a personal narrative using effective technique, details and event sequences. ### Essential Questions: How do writers engage their readers by sharing personal experiences? What are the qualities of an effective narrative? How is word choice and language usage crucial to narrative writing? ### Enduring Understanding: Writers engage the reader by introducing a problem and developing characters and events to relate the experience. Writers use a variety of techniques (dialogue, pacing, suspense, etc.) to develop experiences, events, and/or characters to contribute to the overall tone of the narrative. Effective use of language conveys a vivid picture of the experience, events, setting, and/or characters. ### Learning Activities: Examine models of good narratives Pre-writing Writing and editing Peer revision Self-reflection and scoring using the NJ Holistic Scoring Rubric ### Assessment Models: Holistic scoring of narrative writing Homework Classwork ### Additional resources:

Write Source
Handouts
Teacher produced models
NJ Holistic Scoring Rubric
Smartboard

CP English IV

Quarter 4 Objective/ Cluster Concept/ Cumulative Progress Indicators

Taken from CPI's in NJCCCS standards
http://www.nj.gov/education/aps/cccs/

The student will be able to:

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.4 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.

Big Idea

Speaking and Listening
Oral language and listening are tools for communicating, thinking and learning.

Topic: Anglo-Saxon Presentation, Discussions

Overarching Goals:

1. Communicate in clear, concise, organized language that varies in content, format, and form for different audiences and purposes
2. Comprehend, understand, analyze, evaluate, critique, and respond to messages from various formats.
3. Investigate, research, and synthesize information from various media sources.>

Goal 1: Students will demonstrate and understand the role of speaking and listening in learning.

Essential Questions:

How can discussion increase our knowledge and understanding of an idea(s)?
How does a speaker communicate so others will listen and understand the message?
How does use of digital media enhance a presentation?

Enduring Understanding:

Oral discussion helps build connections to others and create opportunities for learning.
A speaker selects a form and organizational pattern based on the audience and purpose.
Effective use of digital media reinforces and expands on the speaker's message.

Learning Activities:

Research and oral presentation on a Anglo-Saxon topic
Group discussions of the Anglo-Saxon time period and the Anglo-Saxon literature

Assessment Models:

Holistic Scoring Rubric for presentation
Class Participation

Additional resources:

Smartboard
COW Cart
Film- *Beowulf*

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Course Benchmarks

These are the CPI's you identified in the Curriculum Management system. They are the things your students will be able to do when they are finished this course.

Students will be able to:
  1.