

Hillsborough Township Public Schools
Grade 12
English IV

Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
Unit I: Becoming an Independent Writer 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 author's</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 selecting appropriate style and structure for an audience and is strengthened</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.11-12.10: Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p>Engage and orient reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points(s) of view, and introducing a narrator and/or characters create a smooth progression of experiences and events.</p> <p>Use narrative techniques such as dialogue, pacing, description, reflection and multiple plot lines to develop experiences, events, and/or characters</p> <p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p>Define narrative and describe basic parts of 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. Recognize that a well-developed piece of writing requires more than one draft.</p>	<p>Diagnostic: -Term Identification -Class Discussion -Reviewing sample college essays</p> <p>Formative: -Close-reading -Textual annotations -Group discussions* -Web-research and evaluation -Tests and Quizzes -Readings on process and narrative writing -Inventories and surveys * -Collaborative learning groups -Career exploration -Peer reading and editing* -Narrative/ Descriptive technique review sheet -All stages of the writing process* -Outline Essay * -Drafting Essay*</p> <p>Summative: -Close –reading* -Web-research and evaluation -Tests and Quizzes</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.2.b: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time.</p> <p>6.1.12.D.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives</p> <p>6.1.12.8: The 1920s is</p>	<p>9.1.12. A.1: Apply critical thinking and problem-solving strategies during structured learning experiences.</p> <p>9.3.12.C1: Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.</p> <p>9.3.12. C.5: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>

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<p>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 an audience?</p>	<p>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 evaluating ideas.</p> <p>Effective readers use a variety of strategies to make sense of key ideas and details presented in text.</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>L11-12.3: 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,</p>	<p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>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>Provide a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of a narrative</p> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> <p>Apply the</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>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>-Readings on process and narrative writing -Collaborative learning groups -Career portfolio -Resumes -College Essay*</p>	<p>characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</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> <p>6.1.12.D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and</p>	

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<p>Whose story is it, and why does it matter?</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>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 comprehension or expression.</p> <p>SL.11-12.1: Prepare for and participate effectively in a range of conversations and collaborations with</p>	<p>understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Observe hyphenation conventions.</p> <p>Spell correctly.</p> <p>Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex text when reading.</p> <p>Choose from a range of strategies when determining and clarifying unknown vocabulary.</p> <p>Understand figurative language, word relationships and</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 or 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>values.</p>	

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		<p>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 ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</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</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</p>			

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		<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 or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RL.11-12.10: Read and comprehend</p>	<p>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 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</p>	<p>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> <p>Define, identify and distinguish figurative language, literal language, denotative meanings and</p>			

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		<p>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>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 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>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>			

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			<p>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.</p> <p>Analyze how and why individuals, events and ideas develop and interact over the course of the text.</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>	Determine if an author's structure is effective.			

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Unit II: Becoming an Informed and Engaged Citizen 9 weeks							
What do good readers do? What makes a	Effective readers use a variety of strategies to make sense of key ideas	RL.11-12.1: Read closely to determine what the text says	Cite strong and thorough textual evidence to support	Define textual evidence. Define inference and explain how a reader uses textual evidence to	Diagnostic: - Rhetorical term identification	6.1.12.C.11.b: Relate new wartime inventions to	9.1.12.1 - The ability to recognize a problem and apply critical thinking and problem-

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<p>story a “great” story?</p> <p>In what ways does creative choice impact the audience?</p> <p>Whose story is it, and why does it matter?</p> <p>Am I clear about what I just read? How do I know?</p> <p>What do good writers do?</p> <p>What’s my purpose and how do I develop it?</p> <p>Writing clearly: What makes a difference?</p> <p>Final product: What does it take?</p> <p>What do good researchers</p>	<p>and details presented in text.</p> <p>Analyzing texts for structure, purpose, and viewpoint allows for an effective reader to gain insight and strengthen understanding.</p> <p>To gain a 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>Writers should be</p>	<p>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>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 or phrases as they are used in a text, including determining technical, connotative, and</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</p>	<p>reach a logical conclusion.</p> <p>Read closely and find answers explicitly in text and answers that require inference.</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine places in the text that leave matters uncertain.</p> <p>Analyze plot.</p> <p>Define theme and determine how multiple themes in a text develop and interact to build on one another and produce a complex account.</p> <p>Define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings.</p> <p>Identify elements of a story or drama and analyze how elements develop and / or interrelate.</p> <p>Analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Define and identify various forms</p>	<p>- MLA format identification</p> <p>* Read and respond to a sample argument</p> <p>Formative: Use and Identify logos, ethos and pathos</p> <p>Use and identify inductive and deductive reasoning</p> <p>Identify elements of rhetorical triangle</p> <p>*Utilize SOAPSTONE model</p> <p>Identify logical fallacies</p> <p>* read modernist satire</p> <p>*View cartoons and identify elements of satire</p> <p>Paraphrasing and quoting exercise</p>	<p>scientific and technological advancements in the civilian world.</p> <p>6.1.12. C.12.a: Explain the implications and outcomes of the space race from the perspectives of the scientific community, the government, and the people.</p> <p>6.1.12. C.12.c Analyze how scientific advancements impacted the national and global economy and daily life.</p> <p>6.2.12.C.6.d: Determine how the availability of scientific, technological, and medical advances has impacted the quality of life in different countries</p>	<p>solving skills to solve the problem is a lifelong skill that develops over time.</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. F.6 - Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.</p>

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	<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 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>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.11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>impact.</p> <p>Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text.</p> <p>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.</p> <p>Analyze a complex set of ideas or sequence of events and explain how specific individuals,</p>	<p>Recognize when the text is too easy or too difficult.</p> <p>Determine reading strategies that help me comprehend difficult texts.</p> <p>Define central idea.</p> <p>Determine two or more central ideas of a text.</p> <p>Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning.</p> <p>Analyze how central ideas develop over the course of a text.</p> <p>Compose and objective summary stating the key points of the text without adding opinions or feelings.</p> <p>Determine a complex set of ideas or sequence of events conveyed in a text.</p> <p>Analyze how specific individuals interact and develop within a complex set of ideas or sequence of events.</p> <p>Analyze how specific ideas interact and develop within a complex set of ideas or sequence of events.</p>		<p>countries</p> <p>6.2.12.B.6.a: Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use</p> <p>6.2.12.A.6.d: Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences</p> <p>6.3. A.12.2: Analyze current case studies of slavery, child labor, or other unfair labor practices in the United States and other nations</p>	

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		<p>RI.11-12.4: Interpret words and phrases as they are used in a text, including determined technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</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>RI.11-12.6: Assess how a point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.7: Integrate and evaluate content presented in</p>	<p>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; analyze how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.</p>	<p>Analyze how specific events interact and develop within a complex set of ideas or sequence of events.</p> <p>Recognize words that have a technical meaning and understand their purpose in a specific text.</p> <p>Analyze how a key term or terms are used and refined over the course of a text.</p> <p>Identify how an author chose to structure his or her exposition or argument.</p> <p>Analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.</p> <p>Determine if an author's structure is effective in making his or her points clear, convincing and engaging.</p> <p>Evaluate how an author's choice of structure impacts his or her audience.</p> <p>Define point of view as how the author feels about the situation or topic of a text.</p> <p>Determine an author's point of view and explain his or her purpose for writing the text.</p>		<p>and draw parallels to recognize the universalities of these problems</p> <p>6.3.12.D.1 - Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights.</p> <p>5.1.12. B.c Empirical evidence is used to construct and defend arguments.</p> <p>5.1.12. C.c Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence</p>	

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		<p>diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>RI.11-12.7: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5:</p>	<p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid 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>Define rhetoric.</p> <p>Identify when an author uses rhetoric and analyze how the rhetoric strengthens his or 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>Identify multiple sources of information presented in different media or formats as well as in words to assist in addressing a question or solving a problem.</p> <p>Evaluate information that has been gathered and determine its effectiveness in addressing a question or solving a problem.</p> <p>Integrate effective information to answer a question or solve a problem.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused a debate in society.</p> <p>Choose a side of an argument, identify precise, knowledgeable claims, and establish the significance of the claim.</p>		<p>emerges.</p> <p>5.4.12. G.f: Scientific, economic, and other data can assist in assessing environmental risks and benefits associated with societal activity.</p>	

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		<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.11-12.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</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.11-12.8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each</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>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.</p> <p>Conduct short as well as more sustained research projects to</p>	<p>Identify alternate or opposing claims that counter an argument.</p> <p>Organize claims, counterclaims, reasons, and evidence into a logical sequence.</p> <p>Anticipate an audience’s knowledge level, concerns, values, and possible biases and develop claims and counterclaims by pointing out the most relevant strengths and limitations of both.</p> <p>Present an argument in a formal style and objective tone.</p> <p>Create cohesion and clarify relationships among claims and counterclaims using transitions as well as varied syntax.</p> <p>Provide a concluding statement/section that supports an argument.</p> <p>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Use organizational/formatting structures to develop my writing ideas.</p> <p>Compose a clear and logical piece of writing that demonstrates understanding of a specific writing</p>			

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		<p>source, and integrate the information while avoiding plagiarism.</p> <p>W.11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research</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</p>	<p>answer a 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. 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</p>	<p>style.</p> <p>Use pre-writing strategies to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit writing by checking for errors in capitalization, punctuation, grammar, and spelling.</p> <p>Analyze writing to determine if the purpose and audience has been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and a new approach is needed.</p> <p>Identify technology that will help me produce, publish, and update my individual or shared writing products.</p> <p>Determine the most efficient technology medium to complete my writing task.</p>			

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative * required	Inter-disciplinary Connections	21 st Century Connections
		<p>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 materials, as appropriate.</p> <p>L.11-12.5: Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>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</p>	<p>Respond to ongoing feedback and or new arguments of information to produce, publish, and update my writing projects.</p> <p>Define research and distinguish how research differs from other types of writing.</p> <p>Focus research around a problem to be solved, a central question that is provided, or a self-generated question.</p> <p>Choose several sources and synthesize information to answer my research inquiry.</p> <p>Determine whether the inquiry needs to be more broad or narrow based on the information gathered.</p> <p>Create a research paper/project to demonstrate the understanding of the subject under investigation.</p> <p>Determine the credibility of a source by reviewing who wrote it, when it was written, and why it was written.</p> <p>Asses the strengths and limitations of my sources to determine those that are most appropriate for my task, purpose, and audience avoiding overreliance on any one source.</p>			

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative * required	Inter-disciplinary Connections	21 st Century Connections
		<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</p>	<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>Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibility from a range of strategies.</p> <p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>Use advanced searches with multiple authoritative print and or digital sources effectively to gather information needed to support my research.</p> <p>Define plagiarism.</p> <p>Avoid plagiarism by paraphrasing and or summarizing research findings.</p> <p>Determine when my research data or facts must be quoted and integrate the information into my text to maintain the flow of ideas.</p> <p>Follow a standard format for citation to create a bibliography for sources that are paraphrased or quoted in writing.</p> <p>Recognize that the conventions of standard English usage can change over time.</p> <p>Recognize that certain standard English can be contested; individuals can dispute what is correct/proper.</p> <p>Consult reference materials to resolve issues of complex or contested usage of standard English.</p> <p>Recognize that there are many different rules concerning hyphens</p>			

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative * required	Inter-disciplinary Connections	21 st Century Connections
			<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 and unknown term important to comprehension or expression.</p>	<p>and use resources to assist in hyphenating correctly.</p> <p>Identify misspelled words and use resources to assist in spelling correctly.</p> <p>Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>Write using varied syntax and consult references for guidance as needed.</p> <p>Recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc. Define and identify various forms of figurative language.</p> <p>Analyze how certain words or phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level-academic and domain-specific words/phrases to demonstrate proficiency in reading, writing, speaking, and listening.</p>			

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative * required	Inter-disciplinary Connections	21 st Century Connections
				<p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
Unit III: Becoming an Independent Thinker 9 weeks							
<p>What do good readers do?</p> <p>What makes a story a “great” story?</p> <p>In what ways does creative choice impact the audience?</p> <p>Whose story is it, and why does it matter?</p> <p>What do good writers do? What is my purpose and how do I develop it?</p> <p>How do I use what I know to</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 for an effective reader to gain insight and strengthen understanding.</p> <p>To gain a keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in diverse formats.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the</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>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 or phrases as they are used in a text,</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 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</p>	<p>Define textual evidence.</p> <p>Define inference and explain how a reader uses textual evidence to reach a logical conclusion.</p> <p>Read closely and find answers explicitly in text and answers that require inference.</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine places in the text that leave matters uncertain.</p> <p>Analyze plot.</p> <p>Define theme and determine how multiple themes in a text develop and interact to build on one another and</p>	<p>Diagnostic: -terminology</p> <p>Formative: -Close reading* -Textual annotations* -Sonnet analysis* -Dramatic viewing and interpretation* -Film analysis* -Character study* -Dramatic viewing* -Readings on process -Inventories and surveys -Group discussions* -Collaborative learning groups -Web-research and evaluation -Peer reading and editing*</p> <p>Summative: -Literature quizzes* -Literary analysis paper* -Sonnet analysis presentation*</p>	<p>6.2.12.D.2.a Determine the factors that led to the Renaissance and the impact on the arts.</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p>	<p>9.1.12. A.1 – Apply critical thinking and problem solving strategies during structured learning experiences.</p> <p>9.1.12.B.1 - Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives</p> <p>9.1.12.1 - Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12. C.5 - Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2 -</p>

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
figure out what I don't know? What do good writers do? What's my purpose and how do I develop it? Writing clearly: What makes a difference? Final Product: What does it take? Why write? What makes a presentation "great"? "What I say" versus "how I say it," does it really matter?	ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. Effective writers use a variety of formats to communicate ideas appropriate for audience, task, and time frame. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. Presentation of	including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone RL.11-12.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole. RL.11-12.7: Integrate and evaluate content presented in diverse media and formats, including visually and qualitatively, as well as in words. RL.12.10: Read and comprehend complex literary and informational texts independently and proficiently.	used in a 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. Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall structure and meaning as well as its aesthetic impact. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text. 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.	produce a complex account. Define summary and compose an objective summary stating the key points of the text without adding my own opinions or feelings. Identify elements of a story or drama and analyze how elements develop and / or interrelate. Analyze the impact of an author's choices in presenting elements of a story or drama. Define and identify various forms of figurative language and literal language. Recognize the difference between denotative and connotative meanings. Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and how using language in			Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

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Essential Questions	Enduring Understandings	CCR	Standard	Learning Targets	Assessment Formative and Summative *required	Inter-disciplinary Connections	21 st Century Connections
<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>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't</p>	<p>knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of technology.</p> <p>Effective communication of ideas when speaking or writing relies on the appropriate use of the conventions of language.</p> <p>Effective readers and writers use knowledge of the structure and context of language to acquire, clarify, and appropriately use vocabulary.</p>	<p>W.11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2: Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately though the effective selection, organization, and analysis of content.</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</p>	<p>Write arguments to support claims in the analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative / explanatory texts to examine and convey complex ideas and information clearly and accurately though the effective selection, organization, and analysis of content.</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 panning, editing, rewriting, or trying another approach.</p> <p>Make strategic use of digital media in presentations to enhance</p>	<p>a new way creates an engaging overall effect.</p> <p>Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of a text.</p> <p>Determine how an author chose to structure a specific part of the text.</p> <p>Analyze specific parts of text and explain how the individual parts fit into the overall structure, affect meaning, and create an aesthetic impact.</p> <p>Identify multiple interpretations of the same source text.</p> <p>Analyze how authors interpret a source text in different mediums.</p> <p>Evaluate various works that have drawn on or transformed the same source material and explain the varied</p>			

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know?		<p>as needed by panning, editing, rewriting, or trying another approach.</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 appropriate.</p> <p>L.11-12.1: Demonstrate command of the conventions of standard English grammar and usage when speaking.</p> <p>L.11-12.2: Demonstrate command of the conventions of standard English</p>	<p>understanding of findings, reasoning, and evidence and to add interest.</p> <p>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated appropriate.</p> <p>Demonstrate command of the conventions of standard English grammar and usage when 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>interpretations of different authors.</p> <p>Recognize when the text is too easy or too difficult</p> <p>Determine reading strategies that help me comprehend difficult texts.</p> <p>Analyze substantive topics or texts to determine an argument that causes or has caused a debate in society.</p> <p>Present an argument in a formal style and objective tone.</p> <p>Choose a topic and identify and select the most significant and relevant information to develop and share with my audience.</p> <p>Define common organizational structures and determine structures that allow me to organize complex ideas.</p> <p>Analyze information.</p>			

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		<p>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 resource materials.</p> <p>L.11-12.5: Demonstrate understanding of word relationships and nuances in word meanings.</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 resource materials.</p> <p>Interpret figures of speech and nuances in meanings of words with similar denotations.</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>Identify the writing style that best fits my task, purpose, and audience.</p> <p>Compose a clear, logical piece that demonstrates understanding of a specific writing style.</p> <p>Use prewriting to formulate ideas.</p> <p>Recognize that a well-developed piece of writing requires more than one draft.</p> <p>Apply revision strategies and edit to develop and strengthen writing and recognize when I need to try a new approach.</p> <p>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an audience via the use of visual displays, technology, and the appropriate use of language.</p> <p>Identify parts of the</p>			

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		<p>L.11-12.6: Acquire and use accurately a range of general academic and domain-specific words and phrases for reading, writing, speaking, and listening at college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term for comprehension or expression.</p> <p>RI.11-12.3: 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.12.10: Read and comprehend complex literary</p>		<p>presentation that could use clarification, strengthening, and / or additional interest.</p> <p>Integrate appropriate digital media to improve my presentation.</p> <p>Identify various reasons for speaking.</p> <p>Determine speaking tasks that require formal structure.</p> <p>Compose a formal speech that demonstrates command of grades 11-12 Language standards.</p> <p>Recognize that conventions of standard English change over time.</p> <p>Consult reference materials to resolve issues of complex or contested use of English.</p> <p>Identify how language functions in different contexts.</p>			

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		and informational texts independently and proficiently		<p>Analyze the context of various texts and determine how language choice affects meaning, style, comprehension</p> <p>Determine when to capitalize and hyphenate.</p> <p>Identify misspelled words and use resources to assist me in spelling correctly.</p> <p>Explain that syntax refers to how words are arranged in sentences.</p> <p>Identify regular, irregular, and varied syntax and that writer's use syntax to convey imagery, to show rhyme scheme, and to emphasize ideas, etc.</p> <p>Infer the meaning of unknown words using context clues, recognizing common affixes and roots, breaking down unknown words, and verify meaning of unknown word with</p>			

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				<p>specialized reference materials.</p> <p>Define and identify various forms of figurative language (simile, metaphor, hyperbole, personification, alliteration, onomatopoeia).</p> <p>Interpret figures of speech and analyze their role.</p> <p>Recognize the differences between denotative and connotative meanings.</p> <p>Recognize the difference between academic words and phrases and domain-specific words and phrases.</p> <p>Consider voc. knowledge including denotation, nuance, etymology, etc. and determine the most appropriate word or phrase</p> <p>Analyze how specific individuals, ideas, and events interact and</p>			

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				develop within a complex set of ideas or a sequence of events			

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Unit IV: Becoming an Independent and Sophisticated Reader 9 weeks							
<p>What do good readers do?</p> <p>How clear am I about what I just read? How do I know?</p> <p>What makes a story a “literary classic”?</p> <p>In what ways do we evaluate the success and or merit of a literary creation?</p> <p>How should we define a literary classic?</p> <p>What do good writers do?</p> <p>What’s my purpose for writing and</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 viewpoints allows an effective reader to gain insight and strengthen understanding.</p> <p>Effective readers use a variety of strategies to make sense of the ideas and details presented in text.</p> <p>Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Producing clear ideas as a writer involves selecting</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: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>RL.11-12.4: Interpret words and phrases as they are used in a</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 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</p>	<p>Define textual evidence.</p> <p>Read closely and find answers explicitly in text and answers that require an inference.</p> <p>Analyze an author’s words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions.</p> <p>Determine places in the text that leave matters uncertain.</p> <p>Determine how two or more 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 opinions or feelings.</p> <p>Determine how an author chose to structure his/her exposition or argument.</p> <p>Analyze the structure of an author’s exposition or argument and evaluate whether the structure is effective.</p>	<p>Diagnostic: -*Tragedy—term identification -*Outlining definition argument -*Read and respond to a sample argument -*Explore defining abstract terms</p> <p>Formative: -*Independent reading of chosen work of literature -*Reading and discussion of short definition texts, both informative and imaginative -*Defining abstract concepts such as “courage” and “loyalty” as preparation for final argument -*Preliminary usage of key concepts such as “extended definition” and “criteria match” -*Reading of ancient and/or contemporary</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>	<p>9.1.12.B.1: Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.</p> <p>9.1.12.1: Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.</p> <p>9.1.12.C.5: Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.</p> <p>9.1.12.F.2: Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.</p>

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<p>how do I develop it?</p> <p>Writing clearly: what makes a difference?</p> <p>Final product: what does it take?</p> <p>Why write?</p> <p>What do good writers do?</p> <p>What makes a presentation “great”?</p> <p>“What I say” versus “how I say it”, does it really matter?</p> <p>Why is tragic literature important?</p> <p>What does tragedy teach us</p>	<p>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>Presentation of knowledge and ideas is enhanced through appropriate organization and style for an 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 knowledge of language to make</p>	<p>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.11-12.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RL.11-12.10: Read and comprehend complex</p>	<p>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.</p> <p>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.</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>Write informative/explanatory texts to examine and convey complex ideas and information clearly</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>Identify elements of a story or drama.</p> <p>Identify elements of tragic writing.</p> <p>Analyze ancient and/or contemporary tragic writing.</p> <p>Analyze how elements of a story or drama are developed and/or interrelated.</p> <p>Analyze the impact of an author’s choices in presenting elements of a story or drama.</p> <p>Analyze how an author’s 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>Analyze how specific words choices build on one another to create a cumulative (collective) impact on the overall meaning and</p>	<p>tragedy</p> <p>-Quizzes on tragedy and relevant vocabulary</p> <p>Summative:</p> <ul style="list-style-type: none"> • *Definition outline—establishing necessary criteria to define “literary classic” and using textual evidence to match criteria to claim • *Definition outline and speech • *Tragic literature final assessment (essay, project, or test) 		

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<p>about the human condition?</p> <p>What are the roots of tragic writing?</p> <p>How has tragic writing evolved over time?</p> <p>What do we learn through catharsis?</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</p>	<p>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>literary and informational texts independently and proficiently.</p> <p>W.11-12-1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.2: 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>and accurately through the effective selection, organization, and analysis of content.</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>Establish and maintain a formal style and objective tone and style while attending to the norms and conventions of the discipline in which they are writing</p> <p>Write routinely over extended time frames for a range of tasks, purposes, and audiences.</p> <p>Present information, findings, and</p>	<p>tone of a text.</p> <p>Analyze how an author's choice of structuring specific parts of a text affects the overall meaning.</p> <p>Analyze how an author's choice of structuring specific parts of a text creates an aesthetic impact.</p> <p>Recognize when author's use literary techniques to shape the content and style of a text.</p> <p>Recognize when the text is too easy or too difficult.</p> <p>Determine reading strategies that will help me comprehend difficult texts.</p> <p>Analyze substantive topics of texts to determine an argument that causes or has caused a debate in society.</p> <p>Choose a topic and identify and select the most significant and relevant information to develop and share with my audience.</p> <p>Present my information maintaining an objective tone and formal style that includes an introduction that previews what is to follow, supporting details, varied transitions and syntax, and a concluding statement/section that</p>			

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<p>impact an audience?</p> <p>When a word doesn't make sense, what can I do?</p> <p>How do I use what I know to figure out what I don't know?</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.11-12.10: Write routinely over extended time frames for a range of tasks, purposes, and audiences.</p> <p>SL.11-12.4: Present information, findings, and supporting</p>	<p>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>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>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>supports the information presented.</p> <p>Compose a clear and logical piece of writing that demonstrates my understanding of a specific writing style.</p> <p>Apply revision strategies with the help of others.</p> <p>Edit my writing by checking for errors in capitalization, punctuation, grammar, spelling, etc.</p> <p>Analyze my writing to determine if my purpose and audience have been fully addressed and revise when necessary.</p> <p>Prepare multiple drafts using revisions and edits to develop and strengthen my writing.</p> <p>Recognize when revising, editing, and rewriting are not enough, and I need to try a new approach.</p> <p>Recognize that different writing tasks require varied time frames to complete.</p> <p>Write for a variety of reasons.</p> <p>Present information, findings, and/or supporting evidence clearly, concisely, and logically to convey a clear and distinct perspective.</p>			

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		<p>evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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:</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>Determine of clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibility from a range of strategies.</p> <p>Demonstrate understanding of 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</p>	<p>Present my information in a sequence that allows the listener to follow my line of reasoning.</p> <p>Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, task, audience, and a range of formal and informal tasks.</p> <p>Identify the parts of my presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and/or additional interest.</p> <p>Determine speaking tasks that will require a formal structure.</p> <p>Compose a formal speech that demonstrates a command of grades 11-12 Language standards.</p> <p>Recognize that the conventions of standard English usage can change over time.</p> <p>Recognize that certain standard English can be contested; individuals can dispute what is correct/proper.</p> <p>Consult reference materials to resolve issues of complex or contested usage of standard English.</p>			

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		<p>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</p>	<p>knowledge when encountering and unknown term important to comprehension or expression.</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>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>Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>Determine an author’s</p>	<p>Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly.</p> <p>Identify misspelled words and use resources to assist in spelling correctly.</p> <p>Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension.</p> <p>Write using varied syntax and consult references for guidance as needed.</p> <p>Recognize that writers creatively use irregular/varied syntax to convey imagery, to create rhyme scheme, to emphasize ideas, etc. Define and identify various forms of figurative language.</p> <p>Analyze how certain words or phrases that have similar denotations can carry different nuances.</p> <p>Recognize the difference between general academic words and phrases and domain-specific words and phrases.</p> <p>Acquire and use college and career readiness level-academic and domain-specific words/phrases to</p>			

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		<p>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</p>	<p>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>demonstrate proficiency in reading, writing, speaking, and listening.</p> <p>Consider vocabulary knowledge including denotation, nuance, etymology, etc. and determine the most appropriate words or phrases to express overall meaning.</p> <p>Gather vocabulary knowledge independently when considering a word or phrase important to comprehension or expression.</p>			

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		<p>level; demonstrate independence in gathering vocabulary knowledge when encountering and unknown term important to comprehension or expression.</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</p>					

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		<p>development; summarize the key supporting details and ideas.</p> <p>RI.11-12.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>RI.11-12.4: 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.11-12.5: Analyze the structure of texts, including how</p>					

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		<p>specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.</p> <p>RI.11-12.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>RI.11-12.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>					