

LHS ELA 11 Unit 4

Content Area: **ELA**
Course(s):
Time Period: **MP4**
Length:
Status: **Published**

Unit Overview

Theme: Civilization and Savagery

Benchmark Text Focus: Informational

Anchor Text: Lord of the Flies

Writing Genre Focus: Informative/Explanatory (Research)

Benchmark & Answer Key

Targeted ELA Standards

Add the appropriate **NJSLS ELA** standards with which this unit aligns. This is done by clicking "actions" and then "add standards".

ELA.L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.KL.11–12.2	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.
ELA.L.VL.11–12.3	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies.
ELA.L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
ELA.RL.CR.11–12.1	Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.
ELA.RI.CR.11–12.1	Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational

text says explicitly and inferentially, as well as interpretations of the text.

ELA.RL.CI.11–12.2	Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.
ELA.RI.CI.11–12.2	Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.
ELA.RL.IT.11–12.3	Analyze the impact of the author's choices as they develop ideas throughout the text 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).
ELA.RI.IT.11–12.3	Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.
ELA.RI.TS.11–12.4	Evaluate the author's choices concerning structure and 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.
ELA.RI.AA.11–12.7	Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
ELA.RI.CT.11–12.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
ELA.W.IW.11–12.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.W.WR.11–12.5	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
ELA.W.SE.11–12.6	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 (MLA or APA Style Manuals).
ELA.W.RW.11–12.7	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.
ELA.SL.PE.11–12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
ELA.SL.II.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.
ELA.SL.PI.11–12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The

content, organization, development, and style are appropriate to task, purpose, and audience.

ELA.SL.UM.11–12.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

ELA.SL.AS.11–12.6

Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Weekly Structure

Day One		Day Two		Day Three		Day Four		Day Five		Day Six	
Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus		Reading Focus	
Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes	Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes	Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes	Practice (We Do)	17 minutes	Closure	7 minutes

Day Seven		Day Eight	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Day Nine		Day Ten	
Writing Focus			
Activity	Suggested Time	Activity	Suggested Time
Do Now	10 minutes	Mini-lesson review/recap	10 minutes
Mini-lesson (I Do)	20 minutes	Individual Conferences (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Rationale

This unit on civilization and savagery, centered on *Lord of the Flies*, helps students understand how societal structures impact human behavior. By analyzing the tension between order and chaos, students learn to recognize these dynamics in their own lives. This prepares them to navigate complex social situations and make informed decisions. These skills are crucial for their future academic success and personal growth.

At the end of the unit, students will demonstrate mastery of the standards and skills through a benchmark and summative assessment. The benchmark assessment will evaluate their ability to analyze and interpret the theme of civilization and savagery in *Lord of the Flies*, using textual evidence and critical thinking. For the summative assessment, students will write a well-organized research paper that synthesizes insights from the novel and additional sources, showcasing their understanding of how societal structures influence behavior. These assessments will confirm their proficiency in both analytical and research writing skills.

Enduring Understandings

Content Specific	Skills Specific
<p>1. Conflict Between Civilization and Savagery:</p> <p>Recognize and analyze the fundamental conflict between the forces of civilization and savagery in <i>Lord of the Flies</i>. Understand how this conflict reflects broader themes about human nature and societal organization.</p> <p>2. Human Nature and Behavior:</p> <p>Explore how the novel portrays human nature and the inherent capacity for both good and evil. Analyze how these traits influence individual behavior and social dynamics within the story.</p> <p>3. Role of Leadership and Authority:</p> <p>Examine the impact of different forms of leadership and authority on maintaining order and preventing savagery. Understand how characters' leadership styles contribute to the novel's exploration of civilization versus chaos.</p> <p>4. Symbolism and Allegory:</p> <p>Identify and interpret the symbols and allegories in <i>Lord of the Flies</i> that represent</p>	<p>1. Textual Analysis:</p> <p>Crafting detailed analyses of <i>Lord of the Flies</i>, accurately citing textual evidence to support a comprehensive exploration of how the themes of civilization and savagery are developed and refined. Understanding how the text's elements, such as symbols and character actions, illustrate these themes.</p> <p>2. Theme Exploration:</p> <p>Analyzing how the themes of civilization and savagery emerge and interact throughout the novel. Providing a clear summary and examining the interplay of these themes to create a nuanced account of their development.</p> <p>3. Author's Choices:</p> <p>Evaluating the impact of William Golding's choices in setting, plot structure, and character development on the thematic exploration of civilization and savagery. Analyzing how these choices influence the reader's understanding of the text.</p> <p>4. Research and Integration:</p>

<p>the themes of civilization and savagery. Analyze how Golding uses these literary devices to deepen the reader's understanding of these themes.</p> <p>5. Impact on Societal Structures:</p> <p>Analyze how the novel's depiction of civilization and savagery provides insights into real-world societal structures and conflicts. Reflect on how these themes can be observed in contemporary issues and historical contexts.</p>	<p>Conducting research to support explanatory texts on civilization and savagery, synthesizing information from various sources to provide a well-rounded analysis. Integrating this information effectively to enhance the clarity and depth of the text.</p> <p>5. Source Evaluation:</p> <p>Gathering and critically evaluating information from multiple authoritative sources. Assessing each source's relevance and credibility, and integrating findings into the text while maintaining coherence and avoiding overreliance on any single source.</p> <p>6. Effective Communication:</p> <p>Presenting information clearly and logically, using appropriate digital media to enhance understanding. Adapting communication strategies to different contexts and audiences, ensuring that the content is engaging and accessible.</p>
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Essential Questions

Content Specific	Skills Specific
<ul style="list-style-type: none"> How do the actions of the characters in "Lord of the Flies" reflect the choices people make when faced with pressure to conform or rebel in real-life situations? How does the breakdown of order in "Lord of the Flies" mirror real-life situations where societal rules are challenged or ignored? What ways do the symbols in "Lord of the Flies" help us understand the balance between order and chaos in our own lives? How can the conflict between civilization and savagery in "Lord of the Flies" help us understand the struggles we face in maintaining personal and societal values? 	<ul style="list-style-type: none"> How can you use examples from "Lord of the Flies" and other texts to effectively argue for or against the importance of rules and structure in everyday life? How can analyzing "Lord of the Flies" help you better understand and explain the impact of rules and norms in your own community or school? What methods can you use to combine insights from "Lord of the Flies" and other sources to create a compelling argument about the importance of societal order versus individual freedom? How can refining your writing about "Lord of the Flies" help you communicate more clearly and effectively about complex issues in your

	own life or community?
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Key Resources

Lord of the Flies by William Golding

Supplementary Resources

Informational texts from district-approved resources.

[Additional district-approved secondary ELA instructional resource list](#)

[Warm-Up Activities to Engage Students Before They Read Nonfiction Texts](#)

Skills, Content, Activity, Assessment

Month	Weeks	Standards	Suggested Learning Targets	Mini-Lesson Skills	Suggested Student Centered Activities	Resources	Assessment
April	2	RI.CR.1 1-12.1 RI.CI.11 -12.2 RI.IT.11 -12.3 RI.TS.1 1-12.4 RI.AA.1	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment.	<ul style="list-style-type: none"> • Reading Pre-assessment • Writing Pre-assessment 			<ul style="list-style-type: none"> • LinkIt! pre-assessment - reading • Informational essay writing pre-assessment

		1-12.7 RI.CT.1 1-12.8 L.VL.11 –12.3 L.VI.11- 12.4 W.IW.1 1-12.2	SWBAT demonstr ate their knowledg e of writing an informati onal essay by taking a pre- assessme nt.				
	3-4	RI.CI.11 -12.1 RL.CI.1 1-12.1 L.VL.11 -12.3 W.WR.1 1-12.5	SWBAT evaluate the credibilit y, relevance , and sufficienc y of multiple pieces of evidence supportin g a claim in an informati onal text. SWBAT draw and support multiple inference s from a single literary quote using contextua l and textual evidence.	Informational Text Mini- Lesson: <ul style="list-style-type: none"> Evaluatin g the strength of multiple pieces of evidence in support of a claim Literary Text Mini-Lesson: <ul style="list-style-type: none"> How to draw multiple inference s from a single quote Language Mini-	<ul style="list-style-type: none"> LHS Instructional Worksh op Model Suggest ed Activiti es/Grou ps 	Informational Writing Rubric Information/re search writing exemplar Exploring Research Skills Pear Deck Internet Research Checklist	<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessme nts

			<p>SWBAT determine the meaning of unfamiliar words using clues from sentence structure and context.</p> <p>SWBAT identify the characteristics of strong informational research writing by analyzing an exemplar and evaluating it using a rubric.</p>	<p>Lesson:</p> <ul style="list-style-type: none"> Using sentence structure and context to determine word meaning <p>Writing Mini-Lesson:</p> <ul style="list-style-type: none"> Review exemplar and rubric for an informational research essay Develop a self-generated research question and refine it for focus 			
		<p>RI.CR.11-12.2</p> <p>RL.CR.11-11.2</p> <p>L.VI.11-12.4</p> <p>W.WR.11-12.5</p>	<p>SWBAT analyze how two or more central ideas in an informational text build upon or contradict each other to</p>	<p>Informational Text Mini-Lesson:</p> <ul style="list-style-type: none"> Analyzing how central ideas build on or contradict one another 	<ul style="list-style-type: none"> LHS Instructional Workshop Model Suggested Activities/Groups 	<p>Research Facts to Sentence Form</p>	<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

			<p>shape the author's overall message.</p> <p>SWBAT trace the development of two themes in a literary text and analyze how they interact to produce complex meaning.</p> <p>SWBAT interpret subtle figurative language such as paradox and irony and explain how it contributes to tone and meaning.</p> <p>SWBAT locate and evaluate sources for reliability, relevance</p>	<p>Literary Text Mini-Lesson:</p> <ul style="list-style-type: none"> • Tracing how two themes evolve and intersect over a literary text <p>Language Mini-Lesson:</p> <ul style="list-style-type: none"> • Interpreting subtle figurative language (e.g., paradox, irony) and tone <p>Writing Mini-Lesson:</p> <ul style="list-style-type: none"> • Conduct preliminary research and evaluate source reliability 			
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			, and bias as part of preliminary research.				
May	1-2	RI.IT.11-12.3 RL.IT.11-12.3 L.VI.11-12.4 W.WR.11-12.5	<p>SWBAT explain how an author organizes and develops complex ideas using specific structural techniques and transitions.</p> <p>SWBAT analyze how an author's development of characters contributes to and reinforces a central theme.</p> <p>SWBAT examine how an author's specific word choices create nuanced shifts in</p>	<p>Informational Text Mini-Lesson:</p> <ul style="list-style-type: none"> Explain how the author structures complex ideas and develops them. <p>Literary Text Mini-Lesson:</p> <ul style="list-style-type: none"> Analyze how an author's development of character reinforces theme. <p>Language Mini-Lesson:</p> <ul style="list-style-type: none"> Examine how word choice reveals subtle shifts in tone or meaning. <p>Writing Mini-</p>	<ul style="list-style-type: none"> LHS Instructional Workshop Model Suggested Activities/Groups 	<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments 	

			tone or meaning within a passage. SWBAT take structured notes and categorize sources to organize research findings around central ideas.	Lesson: • Use strategic note-taking and source categorization to organize research			
		RI.CT.1 1-12.8 RL.CT.1 1-12.8 L.VL.11 1-12.3 W.WR.1 1-12.5	SWBAT explain how historical contexts influence the language, tone, and content of a primary source document. SWBAT compare how two texts from the same time period address a shared theme using	Informational Text Mini-Lesson: • Explain how historical context shapes a primary source's content and tone Literary Text Mini-Lesson: • Compare how two texts from the same era treat a shared theme	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			<p>different literary techniques or perspectives.</p> <p>SWBAT track the use and development of a key term throughout a text and analyze how its meaning evolves over time.</p> <p>SWBAT compose annotated bibliographies that summarize and assess the relevance and credibility of each source.</p>	<p>Language Mini-Lesson:</p> <ul style="list-style-type: none"> Tracking how a key term evolves across a text <p>Writing Mini-Lesson:</p> <ul style="list-style-type: none"> Write annotated bibliographies including summaries and source evaluations 			
	3-4	RI.TS.1 1-12.4 RL.TS.1	SWBAT analyze how an author's	Informational Text Mini-Lesson:	<ul style="list-style-type: none"> LHS Instructional 		<ul style="list-style-type: none"> LHS Suggested Formative Reading

		<p>1-12.4</p> <p>L.VL.11-12.3</p> <p>W.IW.11-12.2</p> <p>W.WR.11-12.5</p>	<p>structural choices clarify or obscure reasoning and impact the effectiveness of an argument .</p> <p>SWBAT evaluate how an author's structural choices, such as ambiguous or non-linear endings, affect a text's overall meaning.</p> <p>SWBAT use reference tools such as etymologies, dictionaries, and thesauruses to choose precise and effective word</p>	<ul style="list-style-type: none"> Analyze how structural choices impact clarity and logic in arguments. <p>Literary Text Mini-Lesson:</p> <ul style="list-style-type: none"> Evaluate how structure (e.g., non-linear or ambiguous endings) impacts meaning. <p>Language Mini-Lesson:</p> <ul style="list-style-type: none"> Consulting reference tools (etymology, dictionary, thesaurus) to refine word choice <p>Writing Mini-Lesson:</p>	<p>onal Worksh</p> <p>op Model Suggest ed Activiti es/Grou ps</p>	<p>Assessme nts</p>
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			<p>choices.</p> <p>SWBAT write body paragraphs that synthesize evidence from multiple sources to develop and support key ideas clearly and logically.</p>	<ul style="list-style-type: none"> Draft body paragraphs that synthesize research and develop key ideas 			
		<p>RL.CR.11-12.1</p> <p>RL.CR.11-12.1</p> <p>RI.CT.11-12.8</p> <p>RL.CT.11-12.8</p> <p>L.VI.11-12.4</p> <p>W.IW.11-12.2</p> <p>W.WR.11-12.5</p>	<p>SWBAT synthesize information from multiple sources to generate a nuanced and original conclusion on a research topic.</p> <p>SWBAT</p>	<p>Informational Text Mini-Lesson:</p> <ul style="list-style-type: none"> Synthesize multiple sources to form a complex, original conclusion. <p>Literary Text Mini-Lesson:</p> <ul style="list-style-type: none"> Synthesize 	<ul style="list-style-type: none"> LHS Instructional Workshop Model Suggested Activities/Groups 		<ul style="list-style-type: none"> LHS Suggested Formative Reading Assessments

			<p>synthesize literary evidence from multiple texts to support a unique interpretation or critical analysis.</p> <p>SWBAT analyze how an author's deliberate language choices deepen the meaning and emotional impact of key passages.</p> <p>SWBAT integrate quotes and paraphrases into their writing smoothly and ethically using correct in-text citations.</p>	<p>evidence across texts to develop a unique interpretation.</p> <p>Language Mini-Lesson:</p> <ul style="list-style-type: none">• Analyze how language choices deepen meaning in key passages. <p>Writing Mini-Lesson:</p> <ul style="list-style-type: none">• Integrate quotes and citations smoothly and ethically into research writing			
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June	1-2	RL.CR.11-12.1 RL.TS.11-12.4 RI.AA.11-12.7 L.VL.11-12.3 W.IW.11-12.2 W.WR.11-12.5	SWBAT evaluate the reasoning, purpose, and arguments in a seminal U.S. or global text and assess their relevance and effectiveness. SWBAT analyze how an unresolved or ambiguous ending influences a reader's interpretation and understanding of the text's message. SWBAT determine the meaning of complex words and phrases using	Informational Text Mini-Lesson: <ul style="list-style-type: none">Evaluating reasoning, purpose, and argument in a seminal historical text Literary Text Mini-Lesson: <ul style="list-style-type: none">Analyze how unresolved or ambiguous endings deepen interpretation. Language Mini-Lesson: <ul style="list-style-type: none">Determine meaning using a range of strategies and tools. Writing Mini-Lesson:	<ul style="list-style-type: none">LHS Instructional Workshop Model Suggested Activities/Groups		<ul style="list-style-type: none">LHS Suggested Formative Reading Assessments

		multiple strategies, including context clues and reference materials.	<ul style="list-style-type: none"> • Compose a powerful conclusion that synthesizes findings and articulates significance 			
		SWBAT write a conclusion that synthesizes their research findings and articulates the broader significance of their topic.				
	RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RI.TS.11-12.4 RI.AA.11-12.7 RI.CT.11-12.8 L.VL.11-12.3 L.VI.11-12.4 W.IW.1	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and	<ul style="list-style-type: none"> • Reading benchmark MP 4 • Writing benchmark MP 4 • End of MP reflection 		<ul style="list-style-type: none"> • End of MP Reflection • Research Essay Rubric 	<ul style="list-style-type: none"> • LinkIt! Benchmark MP 4 • End of MP Reflection

		1-12.2	writing throughout marking period 4 by creating SMART goals.				
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Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<p>Reading</p> <p>Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):</p> <ul style="list-style-type: none"> Accurately cite strong and thorough textual evidence from <i>Lord of the Flies</i> to support a comprehensive analysis of the theme of civilization versus savagery. Make relevant connections between the text and broader themes or personal experiences. <p>Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):</p> <ul style="list-style-type: none"> Determine and analyze two or more themes in <i>Lord of the Flies</i> and central ideas in related informational texts. Examine how these themes or ideas are developed and refined over the course of the text. <p>Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):</p> <ul style="list-style-type: none"> Analyze the impact of the author's choices, such as setting and character development, on the development of ideas in <i>Lord of the Flies</i>. Explore how these elements contribute to the overall meaning of the text. <p>Understanding Figurative Language (ELA.L.VI.11–12.4):</p> <ul style="list-style-type: none"> Demonstrate understanding of figurative 	<p>Reading</p> <p>Citing Textual Evidence:</p> <ul style="list-style-type: none"> Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts in <i>To Kill a Mockingbird</i>. Made relevant connections between textual evidence and broader themes, such as adversity and justice. <p>Theme Analysis:</p> <ul style="list-style-type: none"> Identified and analyzed central themes, such as family, loss, and sacrifice, in <i>Hamlet</i>. Examined how these themes are developed and refined over the course of the text. <p>Literary Techniques:</p> <ul style="list-style-type: none"> Analyzed the impact of the author's choices, such as character development and setting, in <i>Beowulf</i>. Explored how these elements contribute to the text's meaning and overall theme. <p>Contextual Understanding:</p> <ul style="list-style-type: none"> Reflected on historical and cultural contexts in texts like <i>The Rime of the Ancient Mariner</i> to understand themes and rhetorical features. Applied knowledge of context to deepen understanding of themes and character

language, word relationships, and nuances in word meanings in *Lord of the Flies*, including connotative meanings.

Writing

Crafting Arguments (ELA.W.AW.11–12.1):

- Write arguments to support claims about the theme of civilization versus savagery in *Lord of the Flies*, using valid reasoning and relevant evidence.
- Construct well-supported analytical essays that reflect an understanding of complex issues.

Developing and Strengthening Writing (ELA.W.WP.11–12.4):

- Develop and strengthen writing through planning, revising, editing, and trying new approaches.
- Sustain effort to complete complex writing tasks, track and reflect on personal writing progress, and consult style manuals like MLA or APA.

Routine Writing (ELA.W.RW.11–12.7):

- Write routinely over extended and shorter time frames for various tasks, including research, reflection, and revision related to the theme of civilization and savagery.

Command of Language (ELA.L.SS.11–12.1, ELA.L.KL.11–12.2):

- Demonstrate command of the English language system and structure in writing.
- Apply knowledge of language to make effective choices for meaning or style in analytical and research writing.

Clarifying Word Meanings (ELA.L.VL.11–12.3):

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases in *Lord of the Flies* and related texts.

Speaking

motivations.

Figurative Language and Vocabulary:

- Gained proficiency in identifying and interpreting figurative language in *The Rime of the Ancient Mariner*.
- Applied understanding of language nuances to analyze and interpret complex literary elements.

Writing

Narrative Writing:

- Developed skills in writing narratives by creating complex and emotionally engaging narratives in previous units.
- Focused on the effective selection, organization, and development of narrative content.

Informative/Expository Writing:

- Learned to write informative and expository texts, such as research projects on adversity and justice.
- Practiced organizing information logically and using evidence and analysis to support main points.

Writing Process:

- Strengthened writing through planning, revising, editing, and rewriting, with an emphasis on clarity and argument development.
- Sustained effort to complete complex writing tasks, including essays on themes in *Hamlet* and *Beowulf*.

Routine Writing:

- Engaged in routine writing practices over extended and shorter time frames for various tasks, including reflective and research-based writing.

Speaking

Collaborative Discussions:

<p>Collaborative Discussions (ELA.SL.PE.11–12.1):</p> <ul style="list-style-type: none"> • Initiate and participate effectively in collaborative discussions about the theme of civilization versus savagery, building on others' ideas and expressing their own clearly and persuasively. • Engage in one-on-one, group, and teacher-led discussions on various topics and texts. <p>Integrating Information (ELA.SL.II.11–12.2):</p> <ul style="list-style-type: none"> • Integrate multiple sources of information presented in diverse formats to make informed decisions and solve problems related to the theme. • Evaluate the credibility and accuracy of each source and note any discrepancies among the data. <p>Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):</p> <ul style="list-style-type: none"> • Evaluate a speaker's point of view, reasoning, and use of evidence when discussing themes related to civilization and savagery. • Assess the stance, premises, links among ideas, word choice, points of emphasis, and tone used. <p>Adapting Speech (ELA.SL.AS.11–12.6):</p> <ul style="list-style-type: none"> • Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate for discussions and presentations. 	<ul style="list-style-type: none"> • Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly in discussions about themes in <i>Hamlet</i> and <i>Beowulf</i>. • Engaged in various formats of discussions, including one-on-one, group, and teacher-led settings. <p>Presenting Information:</p> <ul style="list-style-type: none"> • Presented information and findings clearly and logically in research projects and discussions on <i>Beowulf</i> and <i>Hamlet</i>. • Ensured presentations were well-developed and suited to the task, purpose, and audience. <p>Adapting Speech:</p> <ul style="list-style-type: none"> • Adapted speech for different contexts and tasks, demonstrating a command of formal English when appropriate, in presentations and discussions.
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Career Readiness, Life Literacies, and Key Skills

Please tag the appropriate **2020 NJSL-CLKS** standards that align with the grade band and content/skills of this unit. This is done by clicking "actions" and then "add standards".

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities

	of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Interdisciplinary Connections

How does this unit connect to standards in other disciplines? Add the appropriate NJ SLS here, keeping grade bands in mind. This is done by clicking "actions" and then "add standards".

SOC.6.2.12.CivicsPI.4.a	Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world.
SOC.6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
SOC.6.2.12.HistoryCA.4.b	Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics.
SOC.6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.