LHS English 11 Unit 1

Content Area: **ELA**
Course(s):
Time Period: **MP1**
Length:
Status: **Published**

Unit Overview

Theme: Heroes and Journeys

Benchmark Text Focus: Informational

Anchor Text: Poetry & Informational Texts:
Beowulf, Chaucer, and the Medieval Influence

Writing Genre Focus: Argumentative & Conventions

Targeted ELA Standards

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

L.SS.11–12.1	Demonstrate command of the system and structure of the English language when writing or speaking.
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.
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.
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
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.
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.
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.
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).
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.
RL.TS.11–12.4	Evaluate the author's choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.
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.
RL.PP.11–12.5	Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
RI.PP.11–12.5	Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.
W.AW.11–12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W.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.
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).
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.
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.
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.
SL.AS.11–12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Rationale

This unit introduces students to the foundations of British literature through the study of poetry and informational texts, with Beowulf as the anchor text. Students analyze the conventions of Anglo-Saxon epic poetry—including alliteration, kennings, caesura, oral tradition, and the heroic code—to examine how poets communicate cultural values and develop themes of heroism, leadership, courage, and legacy. Medieval ballads and contemporary parodies extend students' understanding of how poetic forms and themes evolve

over time.

Historical and informational texts provide the context necessary to understand the world of Beowulf and medieval England. Students compare literary and informational texts to evaluate how ideas about heroism and society are shaped by historical and cultural influences. The unit concludes with an introduction to Chaucer's General Prologue, preparing students for a more in-depth study of The Canterbury Tales in the next marking period.

Throughout the unit, students strengthen their close reading, poetry analysis, and argument writing skills. They analyze how authors develop ideas, compare texts across genres, and construct evidence-based claims supported by relevant textual evidence. Mastery of these skills is demonstrated through a benchmark assessment focused on literary and informational text analysis and a summative argument writing assessment that synthesizes evidence from multiple texts studied throughout the unit.

Enduring Understandings

Content Specific 1. The Relationship Between Form, Language, and Meaning: Students will understand that poetic structures, including alliterative verse, kennings, caesura, rhyme, meter, and narrative structure, shape meaning and reflect the values, beliefs, and traditions of the cultures that produce them. Students will recognize how authors use language and structure to develop themes and communicate ideas about heroism, leadership, identity, and legacy. 2. The Evolution of British Literary Traditions: Students will understand that British literature develops through a continuous conversation among writers, with later works adapting and transforming earlier traditions. Through the study of Beowulf and The Canterbury Tales, students will recognize how literary forms evolve from the oral traditions and heroic epics of the Anglo-Saxon period to the	**Skills Specific** 1. Evidence-Based Analysis and Argument: Students will demonstrate the ability to analyze literary and informational texts, develop clear claims, and support arguments with relevant textual evidence and logical reasoning. Students will evaluate how authors develop ideas about heroism, leadership, identity, and social values across texts. 2. Critical Reading of Poetry and Informational Texts: Students will demonstrate the ability to closely analyze poetry and informational texts by identifying central ideas, examining authorial choices, evaluating evidence, and explaining how historical and cultural contexts influence meaning. 3. Argument Development and Organization: Students will construct well-organized arguments that introduce a defensible claim, acknowledge multiple perspectives, use evidence effectively, and explain the significance of their reasoning. Students will

characterization, frame narrative, rhyming couplets, and social commentary of Middle English literature.

3. Heroism, Leadership, and Cultural Values:
   Students will understand that representations of heroes and leaders reflect the ideals, conflicts, and social expectations of a particular time and culture. By examining heroic figures and journeys in texts such as Beowulf and The Canterbury Tales, students will explore how authors define courage, loyalty, responsibility, morality, and legacy.

4. The Influence of Historical and Cultural Context:
   Students will understand that literature is shaped by the historical, linguistic, and social conditions in which it is created. Informational texts provide essential context for interpreting literary works and understanding how texts reflect the beliefs, conflicts, and structures of medieval society.

5. The Power of Literary Traditions and Human Experiences:
   Students will understand that works such as Beowulf and The Canterbury Tales endure because they explore universal questions about identity, morality, social responsibility, conflict, and the human experience. Students will examine how medieval writers use poetry and storytelling to explore both individual choices and broader societal issues.

6. Language as a Reflection of Culture:
   Students will understand that the development of the English language and changing literary forms reveal shifts in culture, identity, and communication throughout history. Students will examine how the transition from Old English

apply these skills to evaluate literary interpretations and questions about values, characters, and cultural ideals.

4. Synthesis Across Texts and Genres:
   Students will demonstrate the ability to synthesize ideas across poetry, literature, and informational texts by making connections between authors, time periods, themes, and perspectives while supporting conclusions with evidence.
5. Effective Communication and Collaborative Discussion:
   Students will engage in academic discussions by presenting interpretations, defending claims with evidence, evaluating different perspectives, and building upon the ideas of others using appropriate academic language.
6. Revision and Refinement of Argument Writing:
   Students will strengthen their writing through revision, editing, and reflection, improving the clarity, organization, evidence, and effectiveness of their arguments for specific audiences and purposes.

Essential Questions

Content Specific	Skills Specific
• How do the poetic elements of Beowulf, including alliteration, kennings, caesura, and the heroic code, shape meaning and reveal the values of Anglo-Saxon society? • How does Beowulf reflect the beliefs, conflicts, and cultural expectations of the time period in which it was created? • How do authors use literary techniques such as characterization, imagery, structure, and language to develop ideas about heroism, leadership, courage, and legacy? • How do Beowulf and The Canterbury Tales demonstrate the evolution of British literature and changing perspectives on individuals, society, and human behavior? • How do historical and informational texts enhance our understanding of the cultural, linguistic, and social contexts that influence literary works?	• How can close reading and analysis of poetry help you identify how authors use form, language, and structure to communicate meaning? • How can you evaluate an author's choices and use textual evidence to develop a strong interpretation of a literary or informational text? • How can you develop a clear and effective argument about a text by making a claim, selecting relevant evidence, and explaining your reasoning? • How can you compare multiple texts and perspectives to analyze how different authors explore themes such as heroism, leadership, morality, and social responsibility? • How can you revise and strengthen an argument to improve its clarity, organization, evidence, and effectiveness for a specific audience and purpose?

Key Resources

Anchor Text: Beowulf

Anglo-Saxon and Medieval Poetry:

- Beowulf PDF
- Medieval Ballads:
  - "Barbara Allan"
  - "Get Up and Bar the Door"
- The Canterbury Tales: The General Prologue by Geoffrey Chaucer

Contemporary Parody Poem:

- "Grendel's Dog—A Fragment from Beocat" by Henry Beard

The Medieval Influence: Informational Texts and Literary Nonfiction

- "The Anglo-Saxon Epic" (British Literature textbook)
- "Meet the Author: Geoffrey Chaucer" (British Literature textbook)

- "The Hero's Journey According to Joseph Campbell" by Matthew Winkler (TED-Ed on YouTube)
- A Freudian Take on Beowulf: Monsters as Id, Ego, and Superego
- "Duty, Honor, Country Address at West Point" by Douglass MacArthur
- "We Shall Fight on the Beaches" by Winston Churchill (speech)
- "Heroes of 9/11" by Kay Boatner and Libby Romero (National Geographic)
- "A Hajj Closer to Normal: 1 million Muslims Begin Pilgrimage" by Amr Nabil and Isabel Debre (AP News)
- "Defying Travel warnings, Hasidic Jewish Pilgrims Flock to Ukraine" by Isabel Kershner (New York Times)

Visual Texts vs, Source Material for Comparison Arguments (as available):

- Animated Epics: Beowulf
- Scenes from Beowulf (2007)
- Scenes from The 13th Warrior (1999)

Lesson Ideas for Target Standards

Additional instructional resources:

  - Comprehension microskills
  - Tier I instructional practices
  - Engagement toolkit

Lexia Aspire & PowerUp Resources:

- Word Recognition - phonemic awareness, decoding, fluency
- Language Comprehension - vocabulary, morphology, academic language, syntax
- Writing & reading comprehension - background knowledge, inference, main idea, making predictions, visualization, expository, narrative, argumentative, figurative language, sensory language, transition words, dialogue, counterclaims, editing
- Lexia PowerUp Graphic Organizers

Supplementary Resources

2026-2027 Writing Rubrics

[Tier 1: Ways to Increase Support for Struggling Readers]

Informational texts from district-approved sources.

[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
September	1-2	RL.CI.11-12.2 RI.CI.11-12.2 RI.IT.11-12.3 W.AW.11-12.1 W.RW.11-12.7	SWBAT identify the characteristics of epic poetry and explain its role in the Anglo-Saxon oral tradition. SWBAT explain how the essential questions connect to the themes of heroism, leadership, and legacy. SWBAT identify the historical	Opening Week Activities • Getting to Know You activities • Establish procedures for Instructional Workshop • Introduce the unit theme: Heroes and Journeys • Introduce Beowulf **MP1 Pre-Assessment**			• MP1 Pre-Assessment on LINKIT

			and cultural background of Anglo-Saxon England. SWBAT identify the characteristics and purpose of argumentative writing.				
		RL.IT.11-12.3 RL.TS.11-12.4 RI.IT.11-12.3 W.AW.11-12.1	SWBAT analyze how historical and cultural context influences the events and values presented in Beowulf. SWBAT identify the characteristics of an epic hero and the heroic code. SWBAT analyze how poetic elements, including alliteration, kennings, and caesura, contribute to meaning. SWBAT identify the components of an effective	Reading • Introduce Anglo-Saxon culture and epic poetry • Introduce alliteration, kennings, caesura, and the heroic code • Begin reading Beowulf Literary Focus • Characteristics of an epic • Oral tradition and Anglo-Saxon values Writing • Argumentative writing pre- • Analyze		Argumentative Essay Rubric	

			argumentative essay, including claims, evidence, and reasoning.	argumentative essay structure • Develop claims			
	3-4	RL.CR.11-12.1 RL.CI.11-12.2 RL.IT.11-12.3 W.AW.11-12.1 W.RW.11-12.7	SWBAT cite strong and thorough textual evidence to support analysis of Beowulf. SWBAT analyze how characterization develops the qualities of an epic hero. SWBAT analyze how themes of heroism, courage, and leadership begin to develop. SWBAT develop a defensible claim supported with relevant textual evidence	Reading • Cite textual evidence • Analyze characterization and emerging themes Guiding Questions • What makes Beowulf an epic hero? • How does the heroic code shape characters? • What values are reflected in Anglo-Saxon society? Writing • Selecting evidence • Explaining reasoning	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

		RL.CR.11-12.1 RL.IT.11-12.3 RL.TS.11-12.4 W.AW.11-12.1	SWBAT analyze how conflict develops characters and advances the plot of Beowulf. SWBAT evaluate how the poet's choices contribute to characterization and theme. SWBAT analyze how the heroic code influences characters' decisions. SWBAT integrate textual evidence and commentary to strengthen an argumentative response.	Reading • Analyze conflict and characterization • Evaluate author's craft and poetic structure Writing • Integrating quotations • Developing commentary	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments
October	1-2	RL.TS.11-12.4 RL.IT.11-12.3	SWBAT evaluate how diction, imagery, tone, and	Reading • Analyze diction,	• LHS ELA Instructional Workshop Model		• LHS Suggested Formative Readi

		L.VL.11-12.3 L.VI.11-12.4 W.AW.11-12.1	poetic devices contribute to the meaning of Beowulf. SWBAT determine the meaning of unfamiliar words and phrases using context and morphology. SWBAT analyze how poetic structure contributes to the development of themes. SWBAT develop analytical body paragraphs using evidence and academic language.	tone, imagery, and poetic devices • Determine word meanings using context Text Structure • Alliterative verse • Kennings and caesura • Epic conventions Writing • Develop analytical body paragraphs • Academic voice **Bring on the Benchmark MP1**	Suggested Activities/Groups		ng Assessments
		RI.CR.11-12.1 RI.CI.11-12.2 RI.IT.11-12.3 RL.PP.11-12.5	SWBAT analyze how informational texts deepen understanding of Anglo-Saxon culture and epic	**AI Lesson: The Monster We Build** Reading • Read informational texts about Anglo-	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

		W.AW.11-12.1	traditions. SWBAT compare literary and informational texts to evaluate different perspectives on heroism. SWBAT analyze how historical context influences the themes and events of Beowulf. SWBAT organize claims, evidence, and reasoning into a cohesive argumentative essay.	Saxon culture and the Hero's Journey • Compare literary and informational texts Guiding Questions • How does historical context deepen our understanding of Beowulf? • What qualities define a hero across cultures? Writing • Organize argumentative writing • Develop counterclaims			
	3-4	RL.CR.11-12.1 RL.PP.11-12.5 RI.PP.11-12.5 SL.PE.11-12.1 W.AW.11-12.1	SWBAT compare how different genres portray heroism and cultural values. SWBAT synthesize ideas across epic poetry, ballads, and	Reading • Read medieval ballads • Compare representations of heroism across texts Writing • Write	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			informational texts. SWBAT evaluate how literary traditions evolve across texts. SWBAT strengthen argumentative writing through effective organization, introductions, and conclusions.	introductions and conclusions • Strengthen organization			
		RL.CR.11-12.1 RL.PP.11-12.5 SL.PE.11-12.1 SL.PI.11-12.4 W.AW.11-12.1 W.RW.11-12.7	SWBAT analyze how adaptations and parodies reinterpret traditional stories and themes. SWBAT evaluate how authors communicate different perspectives on	Reading • Read contemporary Beowulf parodies • Discuss changing perspectives on heroism Speaking & Listening • Seminar discussion on heroism and legacy	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			heroism. SWBAT support interpretations through collaborative discussion using relevant textual evidence. SWBAT draft an argumentative essay with a clear claim, logical organization, and supporting evidence.	• Defend interpretations with textual evidence Writing • Draft argumentative essay • Peer review			
November	1-2	RL.IT.11-12.3 RL.PP.11-12.5 RI.IT.11-12.3 W.RW.11-12.7 L.SS.11-12.1 L.KL.11-12.2	SWBAT compare the characteristics of Anglo-Saxon and Medieval literature. SWBAT analyze how historical context influences literary traditions and themes. SWBAT evaluate how The General Prologue reflects	Reading • Introduce Chaucer and The General Prologue • Compare Anglo-Saxon and Medieval poetry Literary Focus • Transition from epic poetry to frame narrative • Changing views of society and heroism		Argumentative Essay Rubric	

			changing ideas about society and individuals. SWBAT revise argumentative writing to improve clarity, organization, evidence, and conventions.	Writing • Revise and edit argumentative essay			
		RL.CR.11-12.1 RL.CI.11-12.2 W.AW.11-12.1 W.RW.11-12.7 L.SS.11-12.1	SWBAT synthesize ideas across literary and informational texts to evaluate themes of heroism, leadership, and legacy. SWBAT evaluate how authors develop meaning through characterization, structure, and language. SWBAT support literary analysis through discussion and	Reading • Review unit concepts and major themes Writing • Final argumentative essay • Reflection **MP1 Benchmark Assessment**			• LinkIt! Benchmark MP 1 • End of MP Reflection

			evidence-based reasoning. SWBAT produce a polished argumentative essay that demonstrates effective claims, evidence, reasoning, and conventions.				

English 11 Honors/Pre-AP Literature Addendum

Advanced Literary Analysis

- Extend analysis of *Beowulf* through additional teacher-selected passages.
- Extend analysis of *The General Prologue* through additional teacher-selected passages.
- Study AP Literature-specific poetic and literary devices within these texts.

Chaucer: Characterization, Irony, and Satire

- Analyze Chaucer's use of characterization.
- Examine the role of irony in *The General Prologue*.
- Evaluate how satire critiques social institutions.
- Explain how these techniques reveal conflicts within medieval society.

Historical and Thematic Analysis

- Examine how historical context influences medieval literature.
- Analyze how literary form shapes meaning.
- Evaluate how authorial purpose develops central ideas.
- Explore representations of:
    - Honor
    - Identity
    - Leadership
    - Individual responsibility

Comparative Analysis and Critical Thinking

- Synthesize ideas across epic poetry in other settings, such as:
  - The Death of Hector / Achilles and Priam from *The Iliad*
  - In the One-Eyed Giant's Cave / The Cattle of the Sun from *The Odyssey*
  - Or other as appropriate to Pre-AP Literature studies
- Participate in analytical writing assignments.
- Engage in class discussions exploring:
  - Morality
  - Justice
  - Power
  - The role of literature in reflecting and challenging society

Pre-AP Literature Enrichment

- Complete timed analytical writing assignments.
- Develop AP-level literary and academic vocabulary.
- Participate in roundtable discussions of literary works.
- Compare the expectations and formats of the NJGPA and AP Literature Exam.
- Complete additional Pre-AP Literature activities as appropriate.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit

Reading Skills:
 	
1. **Citing Textual Evidence in Literary Analysis (ELA.RL.CR.11–12.1):**
  - Accurately citing strong and thorough textual evidence.
  - Making relevant connections to support a comprehensive analysis of literary texts.
  - Interpreting explicit and inferential aspects of texts.
 	
2. **Citing Textual Evidence in Informational Analysis (ELA.RI.CR.11–12.1):**
  - Accurately citing a range of textual evidence.
  - Supporting comprehensive analysis of informational texts with relevant connections.
	Reading:
	
	- **Advanced Analysis and Interpretation:** Accurately citing strong textual evidence to support complex analyses of themes, character development, and authors' choices in *Beowulf*. Analyzing how multiple themes interact and build on one another to create a nuanced understanding of the text.
	- **Critical Evaluation:** Evaluating the effectiveness of narrative structures and authors' stylistic choices. Comparing and contrasting perspectives from multiple texts to develop a deeper understanding of related topics.

3. **Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):**
    - Determining and analyzing two or more themes.
    - Understanding how themes interact and build on one another.
    - Providing objective summaries of literary texts.
4. **Analyzing Central Ideas in Informational Texts (ELA.RI.CI.11–12.2):**
    - Determining and analyzing two or more central ideas.
    - Understanding how central ideas interact and build on one another.
    - Providing objective summaries of informational texts.
5. **Analyzing Author's Choices in Literature (ELA.RL.IT.11–12.3):**
    - Examining how authors develop ideas through narrative elements (setting, action order, character development).
6. **Analyzing Author's Choices in Informational Texts (ELA.RI.IT.11–12.3):**
    - Analyzing the development of ideas and sequences in informational texts.
    - Explaining how individuals, ideas, or events interact and develop.
7. **Evaluating Author's Structural Choices (ELA.RL.TS.11–12.4):**
    - Evaluating how structure and specific parts of a text contribute to its overall meaning and aesthetic impact.
8. **Comparing Perspectives in Texts (ELA.RL.PP.11–12.5):**
    - Evaluating different perspectives or lenses from two or more texts on related topics.
    - Justifying the more cogent viewpoint.
9. **Determining Word Meanings**

Writing:

- **Narrative Techniques:** Developing well-structured narratives that incorporate advanced techniques like complex character development, detailed settings, and sophisticated plot structures. Using narrative techniques such as dialogue, pacing, description, and reflection to enhance storytelling.
- **Revising and Strengthening:** Engaging in comprehensive revision processes, including planning, editing, rewriting, and reflecting on writing progress. Consulting style manuals (MLA or APA) for proper formatting and stylistic choices.

Speaking:

- **Collaborative Discussions:** Initiating and participating effectively in in-depth discussions on complex topics, building on others' ideas, and expressing personal insights clearly and persuasively.
- **Adaptation and Formal Speech:** Adapting speech to various contexts and demonstrating a command of formal English in appropriate situations.

(ELA.L.VL.11–12.3):

- Clarifying the meaning of unknown and multiple-meaning words and phrases.
- Using context clues, word parts, and reference materials to determine meanings.

10. **Understanding Figurative Language (ELA.L.VI.11–12.4):**

- Analyzing figurative language, word relationships, and nuances in word meanings.
- Understanding and interpreting connotative meanings.

Writing Skills:

1. **Writing Narratives (ELA.W.NW.11–12.3):**

   - Developing real or imagined experiences using effective technique and well-structured event sequences.
   - Employing narrative techniques such as dialogue, pacing, description, and reflection.

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

   - Planning, revising, editing, rewriting, and trying new approaches in writing.
   - Tracking and reflecting on personal writing progress using portfolios, journals, and conferencing.
   - Consulting style manuals (e.g., MLA or APA) for specific purposes and audiences.

3. **Writing Routinely (ELA.W.RW.11–12.7):**

   - Writing over extended and shorter time frames for various tasks and purposes.
   - Incorporating research, reflection, and revision into writing processes.

4. **Command of the English Language (ELA.L.SS.11–12.1):**

   - Mastery of grammar, syntax, and

sentence structure. ○ Effective use of language conventions in writing and speaking. 5. **Understanding Language Functions (ELA.L.KL.11–12.2):** ○ Analyzing how language functions in different contexts. ○ Making effective choices for meaning or style in writing. ○ Enhancing comprehension when reading or listening through language analysis. **Speaking Skills:** 1. **Participating in Collaborative Discussions (ELA.SL.PE.11–12.1):** ▪ Initiating and participating effectively in discussions on topics, texts, and issues. ▪ Building on others' ideas and expressing one's own clearly and persuasively. 2. **Adapting Speech to Various Contexts (ELA.SL.AS.11–12.6):** ▪ Adapting speech for different contexts and tasks. ▪ Demonstrating command of formal English when appropriate.	

Career Readiness, Life Literacies, and Key 21st Century Skills

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

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

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).
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
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).
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

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".

1	Make sense of problems and persevere in solving them
2	Reason abstractly and quantitatively
3	Construct viable arguments and critique the reasoning of others
G.SRT.A	Understand similarity in terms of similarity transformations
G.SRT.A.2	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
HS-LS1	From Molecules to Organisms: Structures and Processes
HS-LS1-2	Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.
6.2.12.GeoHE.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
HS-LS3	Heredity: Inheritance and Variation of Traits
HS-LS3-1	Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
HS-LS3-3	Apply concepts of statistics and probability to explain the variation and distribution of

	expressed traits in a population.
HS-LS4	Biological Evolution: Unity and Diversity
HS-LS4-1	Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.