LHS English 11 Unit 4

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

Unit Overview

Theme: Civilization and Savagery

Benchmark Text Focus: Literature

Anchor Text: Lord of the Flies

Writing Genre Focus: Research & 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.SS.11–12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
L.SS.11–12.1.B	Observe hyphenation conventions.
L.SS.11–12.1.C	Recognize spelling conventions.
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.KL.11–12.2.A	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
L.KL.11–12.2.B	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
L.KL.11–12.2.C	Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
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.VL.11–12.3.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.VL.11–12.3.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.VL.11–12.3.C	Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion.
L.VI.11–12.4	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
L.VI.11–12.4.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.VI.11–12.4.B	Analyze nuances in the meaning of words with similar denotations.
L.VI.11–12.4.C	Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
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.
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.
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.
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.
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.
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.
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.
W.IW.11–12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.IW.11–12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.11–12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.11–12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.IW.11–12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.11–12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
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.
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.PE.11–12.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.11–12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
SL.PE.11–12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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.
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.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.
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

Following students' study of *Born a Crime*, this unit continues the course's exploration of the relationship between the individual and society through William Golding's *Lord of the Flies*. As an allegorical novel, *Lord of the Flies* examines the fragile balance between civilization and savagery, challenging students to consider how social structures, leadership, morality, fear, and human nature influence individual behavior. Through close reading, students analyze Golding's use of characterization, symbolism, irony, and allegory to develop enduring themes related to power, order, responsibility, and the consequences of societal breakdown.

As students trace the boys' descent from cooperation to chaos, they examine the tension between individual responsibility and collective expectations while evaluating the factors that sustain—or undermine—a civilized society. The novel invites students to analyze how authority, fear, group dynamics, and ethical decision-making shape human behavior and influence the choices individuals make within a community. By engaging with literary analysis alongside historical and philosophical contexts, students develop evidence-based interpretations of complex texts while exploring questions that remain relevant in contemporary society. Building on themes established in earlier units, students continue to investigate the course's enduring questions: *How do individuals shape society, and how does society shape the individual?* and *What responsibilities do individuals have in preserving a just and civilized society?*

Throughout the unit, students strengthen college- and career-ready literacy skills by analyzing complex literary texts, evaluating multiple perspectives, participating in collaborative discussions, and composing analytical and research-based writing supported by relevant textual evidence. In addition to literary analysis, students complete the *Destination Unknown* research project, in which they investigate a distant destination, develop a realistic travel itinerary within a specified budget, and present their findings through a multimedia presentation. As part of this authentic research experience, students evaluate sources, synthesize information from multiple perspectives, and investigate how climate, seasonal weather patterns, natural hazards, infrastructure, cultural considerations, and other regional conditions may influence travel to their selected destination. The project reinforces research, organization, critical thinking, and presentation skills while providing meaningful opportunities to apply information literacy to a real-world task.

Enduring Understandings

Content Specific	Skills Specific
1. **Conflict Between Civilization and Savagery:** Recognize and analyze the fundamental	1. **Textual Analysis:** Crafting detailed analyses of *Lord of the Flies*, accurately citing textual evidence to

conflict between the forces of civilization and savagery in *Lord of the Flies*. Understand how this conflict reflects broader themes about human nature and societal organization.

2. **Human Nature and Behavior:**

   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.

3. **Role of Leadership and Authority:**

   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.

4. **Symbolism and Allegory:**

   Identify and interpret the symbols and allegories in *Lord of the Flies* that represent the themes of civilization and savagery. Analyze how Golding uses these literary devices to deepen the reader's understanding of these themes.

5. **Impact on Societal Structures:**

   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.

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.

2. **Theme Exploration:**

   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.

3. **Author's Choices:**

   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.

4. **Research and Integration:**

   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.

5. **Source Evaluation:**

   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.

6. **Effective Communication:**

   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.

Essential Questions

Content Specific	Skills Specific
• 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?	• 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?

Key Resources

Anchor Text: Lord of the Flies by William Golding

Lord of the Flies PDF

The War Poets (for Sociohistorical Context)

- "Dulce et Decorum Est" by Wilfred Owen
- "The Soldier" by Robert Brook
- "Achilles in the Trenches" by Patrick Shaw-Stewart

Contemporary Media

- "Why Should You Read Lord of the Flies?" by Jill Dash (Ted-ED)
- "Lord of the Flies: Context" by Course Hero (YouTube)

Destination Unknown: Research Project Resources

- Lonely Planet: https://www.lonelyplanet.com
- Fodor's Travel: https://www.fodors.com

- Atlas Obscura: https://www.atlasobscura.com
- National Geographic Travel: https://www.nationalgeographic.com/travel
- The Weather Channel: https://weather.com
- NOAA National Weather Service (U.S.): https://www.weather.gov
- Time and Date Weather: https://www.timeanddate.com/weather/
- U.S. Department of State – Travel Advisories: https://travel.state.gov/content/travel/en/traveladvisories/traveladvisories.html
- CDC Travelers' Health: https://wwwnc.cdc.gov/travel
- XE Currency Converter: https://www.xe.com
- Numbeo (Cost of Living): https://www.numbeo.com

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 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	1-2	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.11-12.2	SWBAT demonstrate their knowledge of reading an informational text by taking a pre-assessment. SWBAT demonstrate their knowledge of writing an informational essay by taking a pre-assessment.	**MP1 Pre-Assessment** • Introduction to *Lord of the Flies* and unit theme of civilization and savagery. • Read and discuss the War Poets for 20th-Century context. • Background on William Golding.			• LinkIt! pre-assessment - reading • Informational essay writing pre-assessment

				Reading Mini-Lesson: Draw multiple inferences from characterization, setting, and key passages in the opening chapters of Lord of the Flies. Evaluate the strength of evidence in historical and informational texts connected to the novel. Writing Mini-Lesson: Review the informational research essay rubric and exemplar. Develop and refine a self-generated research question.			
	3-4	RI.CI.11-12.1 RL.CI.11-12.1 L.VL.11-12.3 W.WR.11-12.5	SWBAT evaluate the credibility, relevance, and sufficiency of multiple pieces of evidence supporting a claim in an informat	Reading Mini-Lesson: Trace the development of the themes of civilization and savagery in Lord of the Flies while analyzing how central ideas develop across informational texts.	• LHS Instructional Workshop Model Suggested Activities/Groups	Informational Writing Rubric Information/research writing exemplar Exploring Research Skills Pear Deck Internet Research Checklist	• LHS Suggested Formative Reading Assessments

			ional text. SWBAT draw and support multiple inferences from a single literary quote using contextual and textual evidence. SWBAT determine the meaning of unfamiliar words using clues from sentence structure and context. SWBAT identify the characteristics of strong informational research writing by	Writing Mini-Lesson: Conduct preliminary research and evaluate source reliability.			

			analyzing an exemplar and evaluating it using a rubric.				
		RI.CR. 11-12.2 RL.CR. 11-11.2 L.VI.11-12.4 W.WR. 11-12.5	SWBAT analyze how two or more central ideas in an informational text build upon or contradict each other to shape the author's overall message. SWBAT trace the development of two themes in a literary text and analyze how they interact to produce complex meaning.	**AI Lesson: AI Without Rules** Reading Mini-Lesson: Analyze how Golding develops characterization to reinforce theme while explaining how authors structure complex ideas in informational texts. Writing Mini-Lesson: Use strategic note-taking and source categorization to organize research.	• LHS Instructional Workshop Model Suggested Activities/Groups	Research Facts to Sentence Form	• LHS Suggested Formative Reading Assessments

			SWBAT interpret subtle figurative language such as paradox and irony and explain how it contributes to tone and meaning. SWBAT locate and evaluate sources for reliability, relevance, 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	SWBAT explain how an author organizes and develops complex ideas using specific structura	**MP4 Bring on the Benchmark** Reading Mini-Lesson: Synthesize literary and informational reading skills	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			l techniques and transitions. SWBAT analyze how an author's development of characters contributes to and reinforces a central theme. SWBAT examine how an author's specific word choices create nuanced shifts in tone or meaning within a passage. SWBAT take structured notes and categorize sources to	through benchmark-style passages and questions. Writing Mini-Lesson: Practice evidence-based written responses using benchmark-style prompts.			

			organize research findings around central ideas.				
		RI.CT. 11-12.8 RL.CT. 11-12.8 L.VL.1 1-12.3 W.WR. 11-12.5	SWBAT explain how historical context influences 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 different literary techniques or perspectives. SWBAT track the use and development of	Reading Mini-Lesson: Evaluate how Golding's structural choices shape meaning while analyzing how organizational choices strengthen informational arguments. Writing Mini-Lesson: Draft body paragraphs that synthesize research and develop key ideas.	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			a key term through out a text and analyze how its meaning evolves over time. SWBAT compose annotated bibliographies that summarize and assess the relevance and credibility of each source.				
	3-4	RI.TS.11-12.4 RL.TS.11-12.4 L.VL.11-12.3 W.IW.11-12.2 W.WR.	SWBAT analyze how an author's structural choices clarify or obscure reasoning and impact the	Reading Mini-Lesson: Analyze how conflicts between characters advance theme while synthesizing ideas across multiple informational	• LHS Instructional Workshop Model Suggested Activities/Gr		• LHS Suggested Formative Reading Assessments

		11-12.5	effectiveness of an argument. SWBAT evaluate how an author's structural choices, such as ambiguous or non-linear endings, affect a text's overall meaning. SWBAT use reference tools such as etymologies, dictionaries, and thesauruses to choose precise and effective word choices. SWBAT write body	sources. Writing Mini-Lesson: Integrate quotations and citations smoothly and ethically into research writing.	oups		

			paragraphs that synthesize evidence from multiple sources to develop and support key ideas clearly and logically.				
		RL.CR.11-12.1 RL.CR.11-12.1 RI.CT.11-12.8 RL.CT.11-12.8 L.VI.11-12.4 W.IW.11-12.2 W.WR.11-12.5	SWBAT synthesize information from multiple sources to generate a nuanced and original conclusion on a research topic. SWBAT synthesize literary evidence from	Reading Mini-Lesson: Analyze how symbols and motifs deepen meaning in Lord of the Flies while examining how historical context shapes primary sources. Writing Mini-Lesson: Write annotated bibliographies with summaries and source evaluations.	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			multiple texts to support a unique interpretation or critical analysis. SWBAT analyze how an author's deliberate language choices deepen the meaning and emotional impact of key passages. SWBAT integrate quotes and paraphrases into their writing smoothly and ethically using correct in-text citations.				

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	Reading Mini-Lesson: Synthesize evidence from across Lord of the Flies to develop an original interpretation while evaluating authors' use of evidence across sources. Writing Mini-Lesson: Revise for style, clarity, and command of conventions.	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			meaning of complex words and phrases using multiple strategies, including context clues and reference materials. 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.	SWBAT to demonstrate their knowledge of an informational text by taking a benchmark assessm	☐ **MP4 Benchmark Exam** • End of MP reflection		• End of MP Reflection • Informative/Expository Essay Rubric	• LinkIt! Benchmark MP 4 • End of MP Reflection

		11-12.7 RI.CT. 11-12.8 L.VL.11–12.3 L.VI.11-12.4 W.IW. 11-12.2	ent. SWBAT reflect on their learning in reading and writing through out marking period 4 by creating SMART goals.				

Honors Addendum

Advanced Literary Study

- Read teacher-selected modern short fiction that explores enduring motifs related to civilization and savagery, such as:
  - "A Good Man Is Hard to Find" by Flannery O'Connor
  - "Where Are You Going, Where Have You Been?" by Joyce Carol Oates
  - Or other as appropriate to Pre-AP Literature studies
- Extend analysis of *Lord of the Flies* through additional teacher-selected literary works.
- Compare Golding's novel with other literary works that examine human behavior and social structures.

Literary Analysis and Social Commentary

- Analyze Golding's use of:
  - Symbolism
  - Irony
  - Allegory
  - Characterization
  - Structure
- Evaluate how Golding develops themes related to:
  - Power and leadership
  - Fear and control
  - Civilization and order
  - Human nature and morality
- Analyze how authors use literature to critique society and explore complex human experiences.

Historical and Thematic Analysis

- Examine how historical context influences authors' perspectives on society, conflict, and human behavior.
- Evaluate how literary form, authorial purpose, and narrative choices develop central ideas.
- Explore conflicts involving:
    - Individual responsibility and group behavior
    - Freedom and authority
    - Justice and social order
    - Morality and survival

Comparative Analysis and Critical Thinking

- Synthesize ideas across novels, short fiction, and informational texts through analytical writing and discussion.
- Defend interpretations using textual evidence while evaluating multiple perspectives.
- Participate in student-led seminars exploring enduring questions about:
    - Human nature
    - Leadership
    - Justice
    - Social responsibility
    - The role of society in shaping individuals

Pre-AP Literature Enrichment

- Complete timed analytical writing assignments.
- Develop AP-level literary and academic vocabulary.
- Participate in roundtable discussions of literary works and complex thematic questions.
- Complete independent literary analysis, research-based presentations, or comparative studies.
- Complete additional Pre-AP Literature activities as appropriate.

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
Reading **Citing Textual Evidence (ELA.RL.CR.11–12.1, ELA.RI.CR.11–12.1):** • Accurately cite strong and thorough textual evidence from *Lord of the Flies* to support a comprehensive analysis of the theme of civilization versus savagery. • Make relevant connections between the text and broader themes or personal experiences. **Theme Analysis (ELA.RL.CI.11–12.2, ELA.RI.CI.11–12.2):**	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts in *Born a Crime.* • Made relevant connections between textual evidence and broader themes, such as adversity and justice. **Theme Analysis:** • Identified and analyzed central themes, such as family,

- Determine and analyze two or more themes in *Lord of the Flies* and central ideas in related informational texts.
- Examine how these themes or ideas are developed and refined over the course of the text.

Author's Choices and Literary Techniques (ELA.RL.IT.11–12.3, ELA.RI.IT.11–12.3):

- Analyze the impact of the author's choices, such as setting and character development, on the development of ideas in *Lord of the Flies*.
- Explore how these elements contribute to the overall meaning of the text.

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

- Demonstrate understanding of figurative 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.

loss, and sacrifice, in *Hamlet*.
- Examined how these themes are developed and refined over the course of the text.

Literary Techniques:

- Analyzed the impact of the author's choices, such as character development and setting, in *Beowulf*.
- Explored how these elements contribute to the text's meaning and overall theme.

Contextual Understanding:

- Reflected on historical and cultural contexts in satirical texts to understand themes and rhetorical features.
- Applied knowledge of context to deepen understanding of themes and character motivations.

Figurative Language and Vocabulary:

- Gained proficiency in identifying and interpreting figurative language in Romantic poetry.
- 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.

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** **Collaborative Discussions (ELA.SL.PE.11–12.1):** • 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. **Integrating Information (ELA.SL.II.11–12.2):** • 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. **Evaluating a Speaker's Point of View (ELA.SL.ES.11–12.3):** • 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. **Adapting Speech (ELA.SL.AS.11–12.6):** • Adapt speech to various contexts and tasks, demonstrating a command of formal English when indicated or appropriate for discussions and presentations.	**Speaking** **Collaborative Discussions:** • Participated effectively in collaborative discussions, building on others' ideas and expressing their own clearly in discussions about themes in *Hamlet* and *Beowulf*. • Engaged in various formats of discussions, including one-on-one, group, and teacher-led settings. **Presenting Information:** • Presented information and findings clearly and logically in research projects and discussions on *Beowulf* and *Hamlet*. • Ensured presentations were well-developed and suited to the task, purpose, and audience. **Adapting Speech:** • Adapted speech for different contexts and tasks, demonstrating a command of formal English when appropriate, in presentations and discussions.

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".

9.2.12.CAP.3	Investigate how continuing education contributes to one's career and personal growth.
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).
9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
9.4.12.DC.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).
9.4.12.DC.8	Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.
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).

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
3	Construct viable arguments and critique the reasoning of others
8	Look for and express regularity in repeated reasoning
G.MG.A.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
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.
ETW	Effects of Technology on the Natural World
HS-PS2	Motion and Stability: Forces and Interactions
HS-PS2-1	Analyze data to support the claim that Newton's second law of motion describes the mathematical relationship among the net force on a macroscopic object, its mass, and its acceleration.
HS-PS2-2	Use mathematical representations to support the claim that the total momentum of a system of objects is conserved when there is no net force on the system.
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics
HS-LS2-1	Use mathematical and/or computational representations to support explanations of factors that affect carrying capacity of ecosystems at different scales.
HS-LS2-6	Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem.
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.
HS-LS2-7	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
HS-LS2-8	Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.

HS-LS3	Heredity: Inheritance and Variation of Traits
6.2.12.HistoryUP.4.b	Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.
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.
6.2.12.HistoryCA.4.c	Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.
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-LS4-2	Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment.
HS-LS4-4	Construct an explanation based on evidence for how natural selection leads to adaptation of populations.
HS-ETS1	Engineering Design
HS-ETS1-2	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
HS-ETS1-3	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.