LHS English 11 Unit 1

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

Unit Overview

Theme: The Perilous Journey

Benchmark Text Focus: Literature

Anchor Text: Beowulf

Writing Genre Focus: Narrative

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".

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.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.VL.11–12.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.VL.11–12.3.E	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.
L.VI.11–12.4.D	Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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.
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.
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).

W.NW.11–12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.NW.11–12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.NW.11–12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.NW.11–12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.NW.11–12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.NW.11–12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.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.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	10	Mini-	10	Do	10	Mini-	10	Do	10	Mini-	10

Now	minutes	lesson review/recap	minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Now	minutes	lesson review/recap	minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 minutes
Practice (We Do)	17 minutes	Closure	7 minutes

Now	minutes	lesson review/recap	minutes
Mini-lesson (I Do)	20 minutes	Small Group Instruction (You Do)	30 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 *Beowulf* and the theme of The Perilous Journey is designed to deepen students' understanding of classic literary themes such as heroism, bravery, and the struggle between good and evil. By engaging with an epic narrative, students not only enhance their analytical and narrative writing skills but also gain insights into how stories shape and reflect human experiences. This unit prepares students for new learning by honing their ability to craft compelling narratives and analyze complex texts, skills that are crucial for academic success and effective communication in any field. Additionally, the themes explored encourage students to reflect on their own experiences with challenges and personal growth, making the unit relevant to their lives beyond the classroom.

At the end of the unit, students will demonstrate mastery of the standards and skills through a comprehensive benchmark and summative assessment. The benchmark assessment will evaluate their ability to analyze and interpret a grade-level text by citing textual evidence and exploring its themes, narrative structure, and character development. The summative assessment will require students to craft their own narrative that incorporates thematic elements using effective storytelling techniques to create a compelling and cohesive story. Through these assessments, students will showcase their proficiency in narrative writing, critical analysis, and thematic interpretation, reflecting their understanding of the unit's objectives and their readiness

for future academic challenges.

Enduring Understandings

Content Specific	Skills Specific
1. **The Power of Language and Structure:** Students will understand that the effective use of language, including figurative language and structural choices, plays a crucial role in creating meaningful and compelling narratives. The structure of a story, from character development to pacing, contributes to the thematic depth of the work. 2. **Thematic Depth and Narrative Coherence:** Students will understand how themes such as heroism, sacrifice, and the journey toward self-discovery can be interwoven into narrative writing. They will see that the effective development of themes is key to creating stories that resonate with readers on a deeper level. 3. **Narrative Techniques:** Students will understand that narrative techniques such as dialogue, pacing, and detailed descriptions enhance storytelling by allowing readers to connect emotionally and intellectually with the text. Additionally, these techniques help writers explore complex ideas and experiences. 4. **Critical Analysis and Perspective:** Students will understand that analyzing multiple perspectives and literary elements in texts like *Beowulf* deepens comprehension and offers insight into the universal human experience, especially during perilous journeys. They will see how authors use narrative to explore the complexities of life and survival.	1. **Mastery of Language and Structure:** Students will demonstrate the ability to effectively use and manipulate the system and structure of the English language in both writing and speaking, crafting coherent, well-organized narratives that communicate complex ideas. 2. **Analytical and Interpretive Skills:** Students will demonstrate the ability to analyze and interpret literary texts, such as *Beowulf*, by identifying themes, evaluating authorial choices, and citing strong and relevant textual evidence to support their analysis. They will accurately determine multiple themes and analyze how they interact, demonstrating an ability to comprehend and critique the complexities of literary texts. 3. **Advanced Narrative Writing Techniques:** Students will be able to create their own well-structured, imaginative narratives that incorporate advanced techniques such as complex character development, nuanced settings, and thematic depth, mirroring the structural sophistication found in texts like *Beowulf*. They will apply narrative techniques such as dialogue, pacing, and detailed descriptions to enhance storytelling, ensuring that their narratives are compelling and resonate with the reader. 4. **Strategic Use of Figurative Language:** Students will demonstrate an understanding of figurative language, word relationships, and the nuances of word meanings. They will skillfully use these elements in their writing to convey deeper connotative and thematic

	meanings. They will also clarify and determine the meaning of unfamiliar or multiple-meaning words, using strategies such as context clues and reference materials. 5. **Revision and Reflection in Writing:** Students will develop and strengthen their writing through ongoing processes of revision, reflection, and editing. They will sustain their efforts over extended periods, applying feedback and self-assessment to improve and refine their narratives. They will also engage in reflective practices, tracking their progress and making intentional choices to enhance their writing style, tone, and purpose for specific audiences. 6. **Effective Communication in Speaking and Discussion:** Students will engage in meaningful, collaborative discussions, expressing their ideas clearly and persuasively while building on the contributions of others. They will demonstrate effective listening skills and adapt their speech to different contexts, audiences, and tasks. They will show a command of formal English when appropriate, particularly in academic or professional settings, while still retaining their authentic voice in creative expression.

Essential Questions

Content Specific	Skills Specific
• How do the key events and character experiences in *Beowulf* shape the overall narrative and contribute to its thematic development? • What are the main characteristics of the hero's journey in *Beowulf*, and how do these characteristics influence the story's structure	• How can you apply narrative techniques such as dialogue, pacing, and descriptive detail in your writing to create a compelling and engaging story? • What strategies can you use to effectively develop characters in your narrative, drawing on techniques observed in *Beowulf*? • How can you use the themes from *Beowulf*—like heroism, bravery, and the struggle

and progression? • How does the setting in *Beowulf* affect the mood and actions of the characters, and what role does it play in advancing the plot? • How does the language and style employed in Beowulf influence the reader's understanding of heroism and the nature of a perilous journey?	between good and evil—to shape and organize your own story, making sure that your narrative stays focused and meaningful? • How can you revise and strengthen your narrative writing to enhance its clarity, coherence, and emotional impact, drawing on lessons from Beowulf?

Key Resources

Anchor Text: Beowulf

Additional instructional resources:

- Comprehension microskills
- Tier I instructional practices
- Engagement toolkit

Lexia Aspire 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

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
September	1-2	SL.PE.11–12.1 L.KL.11–12.2 A SL.AS.11–12.6	SWBAT demonstrate 11th grade policies and procedures. SWBAT identify the norms of a group or partnership. SWBAT demonstrate the procedures and expectations of a student-centered activity. SWBAT demonstrate their	• Getting to Know You • Classroom Procedures & Expectations (relationship building, Instructional Workshop Model, group work, turn & talk procedures, etc.) • Reading Pre-assessment			• LinkIt! pre-assessment - reading

			knowledge of reading by taking a pre-assessment.				
		SL.PE.11–12.1 W.NW.11–12.3 W.RW.11–12.7	SWBAT demonstrate 11th grade policies and procedures. SWBAT identify the characteristics of a good reader. SWBAT demonstrate their knowledge of narrative writing by taking a pre-assessment.	• Getting to Know You • Classroom Procedures & Expectations (choosing "just right" books, when to abandon a book, how to "book talk", etc.) • Writing Pre-assessment		• Narrative Writing Pre-Assessment • Narrative Rubric	• Narrative writing pre-assessment
	3-4	L.VL.11–12.3 L.VI.11–12.4 W.NW.11–12.3 W.WP.11–12.4	SWBAT explain the meaning of a word, sentence, or paragraph by analyzing its	Reading Mini-lessons: • Derive meaning of unknown words from sentences, paragraphs	• LHS ELA Instructional Workshop Model Suggested Activities/Grou		• LHS Suggested Formative Reading Assessments

			context. SWBAT analyze the impact of specific word choices on meaning and tone. SWBAT identify figures of speech in a text and explain their meanings and effects. SWBAT organize the character development, plot events, and the point of view to write their narrative story.	, or texts • Impact of specific word choice • Interpretation of figures of speech (hyperbole, paradox) Writing Mini-lessons: • Brainstorming (character development and POV) • Brainstorming (multiple plot lines)	ps		
		RL.CR.11–12.1 RI.CR.11–12.1 W.NW.11–12.3 W.WP.1	SWBAT accurately cite several pieces of textual evidence to support their	Reading Mini-lessons: • Accurately citing several pieces of textual evidence	• LHS ELA Instructional Workshop Model Suggested		• LHS Suggested Formative Reading Assess

		1–12.4	analysis. SWBAT provide interpretations of both explicit and implicit meanings found in the text. SWBAT make at least two relevant connections between textual evidence and their analysis. SWBAT identify characteristics of a narrative exemplar. SWBAT construct an engaging hook by setting up a problem and establishing a point	• Interpreting explicit and inferential meanings • Relevant connections to support analysis Writing Mini-lessons: • Exemplar vs. non-exemplar • Engaging and orienting the reader	Activities/Groups		ments

			of view for their narrative.				
October	1-2	RL.CI.11–12.2 RI.CI.11–12.2 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify and articulate one or more themes present in a literary text. SWBAT analyze how each theme is developed and refined throughout a text. SWBAT evaluate how the identified themes interact and build on one another. SWBAT utilize multiple plot lines and sequence of events to build the tone to enhance	Reading Mini-lessons: • Identify one or more themes in a text • Development and change of the theme throughout the text • Interactions between multiple themes Writing Mini-lessons: • Narrative techniques: multiple plot lines (including sequence of events that build toward a specific tone or outcome) • Narrative techniques: dialogue	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			their narrative. SWBAT revise their writing by adding effective dialogue.				
		RL.CI.11–12.2 RI.CI.11–12.2 RL.IT.11–12.3 RI.IT.11–12.3 W.NW.11–12.3 W.WP.11–12.4	SWBAT identify the best objective summary for a text. SWBAT write an objective summary of a text. SWBAT analyze how an author's decisions shape the narrative by examining the setting and sequence of events.	Reading Mini-lessons: • Identifying an objective summary • Writing a summary of a text without personal bias (objective summary) • Importance of author's decisions (setting & sequence) Writing Mini-lessons: • Narrative techniques: pacing & transitions	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT use pacing and effective transitions to develop their characters and plot events. SWBAT choose precise words and sensory details to enhance their narrative story.	• Narrative techniques : description , sensory details, and word choice			
	3-4	RI.IT.11–12.3 W.NW.11–12.3 RL.TS.11–12.4 W.NW.11–12.3 W.WP.11–12.4	SWBAT analyze how an author's decisions shape the narrative by examining the action and character development. SWBAT assess how the structure of a text shapes its overall meaning	Reading Mini-lessons: • Importance of author's decisions (action & characterization) • Understanding of narrative structures • Impact of beginning and ending on a story Writing Mini-lessons: • Narrative	• LHS ELA Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			and aesthetic impact. SWBAT analyze how the choice of where to begin a story affects the reader's engagement and understanding. SWBAT use reflection to develop their characters and plot events. SWBAT provide a reflective conclusion that ties together their narrative's experiences or observation.	techniques: reflection (internal thinking) • Reflective conclusions			
		L.SS.11–12.1 RL.PP.11–12.5	SWBAT analyze two texts related to a common topic to	Reading Mini-lessons: • Different perspectives of	• LHS ELA Instructional Workshop		• LHS Suggested Formative Readin

		W.NW.11–12.3 W.WP.11–12.4	identify differing perspectives. SWBAT justify their chosen viewpoint with evidence from the texts. SWBAT review the unit's standards and skills in order to prepare for the benchmark assessment. SWBAT compose an original story based on elements from a fictional text. SWBAT compose a narrative story from	related topics • What makes a viewpoint convincing • Spiral review of unit's standards and skills to prepare for BM Writing Mini-lessons: • Write an original story (a spin off story) • Write a story from a different character's POV	Model Suggested Activities/Groups		g Assessments

			a different character's POV that logically follows from the events described.				
November	1-2	L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2 RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	SWBAT to demonstrate their knowledge of a fictional text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 1 by creating SMART goals.	• Reading benchmark MP 1 • Writing benchmark MP 1 • End of MP reflection • Creating SMART goals		• Narrative Rubric • End of MP Reflection	• LinkIt! Benchmark MP 1 • End of MP Reflection
		L.VL.11–12.3 L.VI.11–12.4 RL.CR.11–12.1 RL.CI.11–12.2	SWBAT transfer their understanding of the unit's standards by completing an end of	Enrichment & Intervention Week (based on BM1 data): • Enrichment project • Intervention groups			

		RL.IT.11–12.3 RL.TS.11–12.4 RL.PP.11–12.5 W.NW.11–12.3 W.RW.11–12.7	marking period project. SWBAT review the unit's standards by participating in a teacher-led small group.				

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. 3. **Analyzing Themes in Literary Texts (ELA.RL.CI.11–12.2):** ▪ Determining and analyzing	▪ **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

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 authors' stylistic choices.
    - Comparing and contrasting perspectives from multiple texts to develop a deeper understanding of related topics.

- **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.

perspectives or lenses from two or more texts on related topics.
- Justifying the more cogent viewpoint.

9. **Determining Word Meanings (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

- **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.

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
5	Use appropriate tools strategically
6	Attend to precision
7	Look for and make use of structure

8	Look for and express regularity in repeated reasoning
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.