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: Informational

Anchor Text: Lord of the Flies

Writing Genre Focus: Informative/Explanatory (Research)

Benchmark & Answer Key

Targeted ELA Standards

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

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.

Weekly Structure

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

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

Rationale

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

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

Enduring Understandings

Content Specific	Skills Specific
1. **Conflict Between Civilization and Savagery:** Recognize and analyze the fundamental 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:**	1. **Textual Analysis:** Crafting detailed analyses of *Lord of the Flies*, accurately citing textual evidence to support a comprehensive exploration of how the themes of civilization and savagery are developed and refined. Understanding how the text's elements, such as symbols and character actions, illustrate these themes. 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.

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.

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	• 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

maintaining personal and societal values?	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

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
April	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.	• Reading Pre-assessment • Writing Pre-assessment			• LinkIt! pre-assessment - reading • Informational essay writing pre-assessment
	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 supportin	Informational Text Mini-Lesson: • Evaluating the strength of multiple pieces of evidence in	• LHS Instructional Workshop Model Suggested Activities/Groups	Informational Writing Rubric Information/research writing exemplar Exploring Research Skills Pear	• LHS Suggested Formative Reading Assessments

			g a claim in an informational 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	support of a claim Literary Text Mini-Lesson: • How to draw multiple inferences from a single quote Language Mini-Lesson: • Using sentence structure and context to determine word meaning Writing Mini-Lesson: • Review exemplar and rubric for an informational research essay • Develop a self-generated research		Deck Internet Research Checklist	

			analyzing an exemplar and evaluating it using a rubric.	question and refine it for focus			
		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. SWBAT interpret subtle figurative language	Informational Text Mini-Lesson: • Analyzing how central ideas build on or contradict one another Literary Text Mini-Lesson: • Tracing how two themes evolve and intersect over a literary text Language Mini-Lesson: • Interpreting subtle figurative language (e.g., paradox, irony) and tone	• LHS Instructional Workshop Model Suggested Activities/Groups	Research Facts to Sentence Form	• LHS Suggested Formative Reading Assessments

			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.	Writing Mini-Lesson: • Conduct preliminary research and evaluate source reliability			
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 structural techniques and transitions. SWBAT analyze how an author's developm	Informational Text Mini-Lesson: • Explain how the author structures complex ideas and develops them. Literary Text Mini-Lesson: • Analyze how an author's development of	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			ent of character s contribut es to and reinforce s a central theme. SWBAT examine how an author's specific word choices create nuanced shifts in tone or meaning within a passage. SWBAT take structure d notes and categoriz e sources to organize research findings around central ideas.	character reinforce s theme. Language Mini-Lesson: • Examine how word choice reveals subtle shifts in tone or meaning. Writing Mini-Lesson: • Use strategic note-taking and source categoriz ation to organize research			
		RI.CT.11-12.8 RL.CT.11-12.8 L.VL.11	SWBAT explain how historical context influence s the language,	Informational Text Mini-Lesson: • Explain how historical context	• LHS Instructional Workshop Model Suggested		• LHS Suggested Formative Reading Assessments

		-12.3 W.WR.11-12.5	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 a key term throughout a text and analyze how its meaning evolves over time. SWBAT compose annotated	shapes a primary source's content and tone Literary Text Mini-Lesson: • Compare how two texts from the same era treat a shared theme Language Mini-Lesson: • Tracking how a key term evolves across a text Writing Mini-Lesson: • Write annotated bibliographies including summaries and source evaluations	Activities/Groups		

			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.11-12.5	SWBAT analyze how an author's structural choices clarify or obscure reasoning and impact the effectiveness of an argument. SWBAT evaluate how an author's structural choices, such as ambiguous or non-linear endings, affect a text's	Informational Text Mini-Lesson: • Analyze how structural choices impact clarity and logic in arguments. Literary Text Mini-Lesson: • Evaluate how structure (e.g., non-linear or ambiguous endings) impacts meaning.	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			overall meaning. SWBAT use reference tools such as etymologies, dictionaries, and thesauruses to choose precise and effective word choices. SWBAT write body paragraphs that synthesize evidence from multiple sources to develop and support key ideas clearly and logically.	Language Mini-Lesson: • Consulting reference tools (etymology, dictionary, thesaurus) to refine word choice Writing Mini-Lesson: • Draft body paragraphs that synthesize research and develop key ideas			

		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 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.	Informational Text Mini-Lesson: • Synthesize multiple sources to form a complex, original conclusion. Literary Text Mini-Lesson: • Synthesize evidence across texts to develop a unique interpretation. Language Mini-Lesson: • Analyze how language choices deepen meaning in key passages. Writing Mini-Lesson: • Integrate quotes and citations	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			SWBAT integrate quotes and paraphrases into their writing smoothly and ethically using correct in-text citations.	smoothly and ethically into research writing			
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 influence	Informational Text Mini-Lesson: • Evaluating reasoning, purpose, and argument in a seminal historical text Literary Text Mini-Lesson: • Analyze how unresolved or ambiguous endings deepen	• LHS Instructional Workshop Model Suggested Activities/Groups		• LHS Suggested Formative Reading Assessments

			s a reader's interpretation and understanding of the text's message. SWBAT determine the 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.	interpretation. Language Mini-Lesson: • Determine meaning using a range of strategies and tools. Writing Mini-Lesson: • Compose a powerful conclusion that synthesizes findings and articulates significance			
		RI.CR.11-12.1	SWBAT to demonstr	• Reading benchmark MP 4		• End of MP Reflect	• LinkIt! Benchmark MP 4

		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	ate their knowledge of an informational text by taking a benchmark assessment. SWBAT reflect on their learning in reading and writing throughout marking period 4 by creating SMART goals.	• Writing benchmark MP 4 • End of MP reflection		ion • Research Essay Rubric	• End of MP Reflection

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,**	**Reading** **Citing Textual Evidence:** • Developed the ability to accurately cite textual evidence to support analysis and interpretations of texts in *To Kill a Mockingbird*. • Made relevant connections between textual evidence and broader themes, such as adversity and justice. **Theme Analysis:**

ELA.RI.CI.11–12.2):

- 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

- Identified and analyzed central themes, such as family, 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 texts like *The Rime of the Ancient Mariner* 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 *The Rime of the Ancient Mariner*.
- Applied understanding of language nuances to analyze and interpret complex literary elements.

Writing

Narrative Writing:

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

Informative/Expository Writing:

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

time frames for various tasks, including research, reflection, and revision related to the theme of civilization and savagery.

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

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

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

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

Speaking

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.

Writing Process:

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

Routine Writing:

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

Speaking

Collaborative Discussions:

- 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.

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.	

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.
9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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).
9.4.12.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.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
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-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.