Refer to Preface in K-5 Language Arts Literacy document for K-12 Philosophy, K-12 Instructional Practices, K-12 Program Delivery, K-12 Articulation and K-12 Core Content Curriculum Standards.

Part I:
High School Core Courses
Curriculum Maps

High School Curriculum Maps: Core Courses

I Subject: English I

Standards	Essential Questions	Content	Skills	Assessments
Reading: *3.1.12A* – Concepts about Print and Text *3.1.12B* – Phonological Awareness *3.1.12C* – Decoding and Word Recognition *3.1.12D* – Fluency *3.1.12E* – Reading Strategies (before, during, after) *3.1.12F* – Vocabulary and Concept Development *3.1.12G* – Comprehension Skills and Response to Text *3.1.12H* – Inquiry and Research *Writing:* *3.2.12A* – Writing as a Process (prewriting, drafting, revising, editing, postwriting) *3.2.12B* – Writing as a Product (resulting in	1. How is one responsible for friends, family, community, and society? 2. How does one remain loyal to friends, family, community, and society without sacrificing one's own needs and desires? 3. How does trust play a role in one's relationships with others? 4. How does one change through a physical or emotional journey?	Short Stories: - "The Necklace" - "The Most Dangerous Game" - "Scarlet Ibis" - "Rules of the Game" (H) Optional Short Stories: - "All Summer in a Day" - "Gift of the Magi" - "Monkey's Paw" - "Walter Mitty" Summer Reading: - *Buried Onions* (R) - *Life Strategies for Teens* (A) - *Silas Marner* (H) Plays: - *Romeo and Juliet* - *A Raisin in the Sun* -*Julius Caesar (H)*	Elements of a short story (plot, theme, characters) Characterization Conflict Point of View Symbolism Irony (dramatic, verbal, situational) Suspense Imagery (7 types) Setting Metaphor Similes Aside	Writing - Open-ended responses - Persuasive - Literary Analysis - Daily In-class Quizzes Tests Projects Homework Participation

formal project or publication)
3.2.12C – Mechanics, Spelling, and Handwriting
3.2.12D – Writing Forms, Audiences, and Purposes (exploring a variety of forms)
 	
Speaking:
3.3.12A – Discussion
3.3.12B – Questioning (Inquiry) and Contributing
3.3.12C – Word Choice
3.3.12D – Oral Presentation
 	
Listening:
3.4.12A – Active Listening
3.4.12B – Listening Comprehension
 	
Viewing and Media Literacy:
3.5.12A – Constructing Meaning from Media
3.5.12B – Visual and Verbal Messages
3.5.12C – Living with Media
		Epic Poem:
		- *The Odyssey*
		
		Novels:
		    - *A Separate Peace*
		    - *Tale of Two Cities (H)*
		    - *Jane Eyre (H)*
			Foil Characters
			
			Sonnet
			
			Iambic Pentameter
			
			Couplet
			
			Monologue
			
			Soliloquy
			
			Stage Directions
			
			Heroic Qualities
			
			Hero Myth Cycle
			
			Foreshadow
			
			Mood

II

SUBJECT: English II Regular, Academic, Honors

UNIT: American Literature (Regular=R, Academic=A, Honors=H)

Standards:	Essential Questions:	Content:	Skills:	Assessments:
Reading: 3.1.12A – Concepts about Print and Text 3.1.12B – Phonological Awareness 3.1.12C – Decoding and Word Recognition 3.1.12D – Fluency 3.1.12E – Reading Strategies (before, during, after) 3.1.12F – Vocabulary and Concept Development 3.1.12G – Comprehension Skills and Response to Text 3.1.12H – Inquiry and Research *Writing:*	How does one maintain his or her individuality while being a contributing member of a larger group? (R, A) What happens when society's values and ideals are forced upon the individual? (R, A) How do a person's character, nature, and/or spirit reflect the choices he/she makes? (R, A)	**Summer Reading-** Whale Talk (R) The Moon Is Down (A) Red Badge of Courage (H) **Short Stories-** "The Treasure of Lemon Brown" (R) "The Cask of Amontillado" (R) "Everyday Use" (R, A) "The Story of an Hour" (R, A) "Button, Button" (R, A) "Average Waves in Unprotected Waters" (R, A, H) "The Turtle" (R, A, H)	All Levels: Conflict Types Plot Structure Characterization and Character Types Theme Point of View- First and Third Symbolism Flashback Figurative Language Foreshadowing Irony- Situational, Dramatic, Verbal Setting	Tests Quizzes Writing Assignments Close Reading Analysis Character Analysis Projects Embedded Poetry Journal Writing Classwork Homework Participation in Classroom Discussion HSPA Preparation Creative Writing

3.2.12A – Writing as a Process (prewriting, drafting, revising, editing, postwriting) 3.2.12B – Writing as a Product (resulting in formal project or publication) 3.2.12C – Mechanics, Spelling, and Handwriting 3.2.12D – Writing Forms, Audiences, and Purposes (exploring a variety of forms) *Speaking:* 3.3.12A – Discussion 3.3.12B – Questioning (Inquiry) and Contributing 3.3.12C – Word Choice 3.3.12D – Oral Presentation *Listening:* 3.4.12A – Active Listening 3.4.12B – Listening Comprehension		"Minister's Black Veil" (A, H) "Occurrence at Owl Creek Bridge" (A, H) **Novels-** Of Mice and Men (R, A, H) The Catcher in the Rye (R, A, H) My Antonia (A, H) The Adventures of Huckleberry Finn (A, H) The Scarlet Letter (H) The Grapes of Wrath (H) **Plays:** *The Crucible* (R, A, H)	Allusion Allegory Imagery Mood Diction Connotative Language Tone Metaphors Vocabulary Development Suspense Persuasive Speaking and Writing Techniques Poetry Syntax (H) Motif (H) Satire (H) Paradox (H)	

Viewing and Media Literacy: 3.5.12A – Constructing Meaning from Media 3.5.12B – Visual and Verbal Messages 3.5.12C – Living with Media			Juxtaposition (H)	

III

SUBJECT: English 111 (11th Grade)

English III Course Map

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.5.12 A. Constructing Meaning from Media 3.5.12 B. Visual and Verbal Meanings 3.5.12 C. Living with Media	Why are there insiders and outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider or an outsider affect his/her relationships in a society or group? What are the advantages and disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change?	*Braveheart* directed by Mel Gibson (R,A,H)	Film: Identify film techniques (framing, editing, color, angle, movement, sound) Identify how director creates meaning through film techniques Advertising: Identify propaganda techniques	Character packet for *Braveheart* Quizzes Create an advertisement using ad techniques

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.4.12 A. Active Listening	Why are there insiders and outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider or an outsider affect his/her relationships in a society or group? What are the advantages and disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider outsider reverse or change? What is the effect of this change? How does an author use setting to create meaning for the reading (importance of nature)?	**Summer Reading:** *Frankenstein* by Shelley (A)	Identify concept of hubris Identify allusions Identify sources of power structure Trace linguistic patterns and literary devices that produce insiders and outsiders (H)	Comparative essay

	What qualities make Victor an outsider? Is Victor an outsider because of external forces or because of how he perceives himself? How does Victor use power? How does the creature use it? What is the importance of the minor characters in the novel? How does Shelley use them?			

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research	Why are there insiders and outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider or an outsider affect his/her relationships in a society or group? What are the advantages and disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change? In what ways is it possible to feel like an outsider in a relationship?	Text of *A Doll's House* by Henrik Ibsen (R, A, H)	Identify elements of Ibsen's life as reflected in the play Identify importance of playwright's choice of setting and props to create symbolism Identify importance of stage directions and structure of a play to enhance student understanding Identify a playwright's sentence fragments to create more realistic dialogue between characters.	Open-ended responses Unit test

	How does the time period of the play determine who is the insider and who is the outsider? Do people who live their lives to please others find real happiness? With which character does Ibsen's sympathy lie and why?		

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research	Why are there insiders and outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider or an outsider affect his/her relationships in a society or group? What are the advantages and disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change? What role does gender, race, class, or age have in determining one's choices in relationships or marriage?	Text of *Their Eyes Were Watching God* by Zora Neale Hurston (R, A, H)	Composing open-ended questions Decoding and fluency of text Determine difference between dialect and slang Identify author's use of imagery, metaphor, metonymy, personification Identify stages of hero's quest	Essay comparing novel to film version Life in a Box (Book in a box) project

	To what extent does either money or security or love become the driving force in many relationships? What changes in a family can make one of its members feel like an outsider or an insider within the family?		

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research	How do people's appearance influence whether they are insiders or outsiders? Who determines what is normal or abnormal, beautiful or ugly? In what ways do writers portray characters searching for the self? How do writers in different countries explore the theme of insiders and outsiders within their writing? How does Gregor's reaction to his transformation contribute to the genre of the story? What does Kafka's and Garcia Marquez's use of magical realism as a genre imply about the theme "searching for the self"? How much is becoming assimilated in one's environment part of the search	Text of *The Metamorphosis* by Franz Kafka (A, H)	Identify surrealism, magical realism, and Kafkaesque Identify symbols and relevance to the novella	Artistic renderings

	for the self? How important is the use of first person narrative in a literary work focused on searching for the self?			

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research 3.2.12A. Writing as a Process 3.1.12 B Writing as a Product 3.2.12C Mechanics, Spelling 3.2.12 B Writing Forms, Audiences, Pruposes 3.3. 12 A Discussion	Why are there insiders and outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider or an outsider affect his/her relationships in a society or group? What are the advantages and disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change?	**Summer Reading:** *The Color of Water* by James McBride	Identify symbols and each one's significance to the memoir Identify the definition and purpose of internal and external conflicts Evaluate the memoir and interview styles of writing as related to storytelling	Unit test Essay prompt

3.3. 12 C Word Choice				
3.3. 12 D Oral Presentation				

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research	Why are there insiders/outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider/outsider affect his/her relationships in a society/group? What are the advantages/disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change? How does the author's use of symbolism and motif create meaning for the reader? What is the purpose of a	Text of *One Flew Over the Cuckoo's Nest* by Ken Kesey (R, A, H)	Writing from a prompt Oral presentation Understanding of novel as an allegory	Written scene from the perspective of another character Oral Presentation

	character's portrayal as a martyr/Christ figure? What effect does the narrator's point of view have on the reader? How does the historical/social context of the novel enhance the meaning for the reader? What is the significance of Chief Bromden as narrator? What is the social commentary that the author is making (political, social, racial, sexual)?		

SUBJECT: 11th Grade

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12 D. Fluency 3.1.12 E. Reading Strategies (before, during, and after reading) 3.1.12 F. Vocabulary and Concept Development 3.1.12 G. Comprehension Skills and Response to Text 3.1.12 H. Inquiry and Research	Why are there insiders/outsiders in a society/social group? Who or what qualifies an individual as an insider/outsider? How do the qualities that define an insider/outsider affect his/her relationships in a society/group? What are the advantages/disadvantages of being the insider/outsider? Under what circumstances might the roles of the insider/outsider reverse or change? What is the effect of this change? Does man control his own fate or does fate take its own course? At what point does ambition	Text of *Macbeth* by William Shakespeare	Identify imagery, dramatic irony, paradox, motif, character development Identify elements of a tragic hero	Socratic seminar Timed writing Unit test Act quizzes Performance Multiple intelligences project

	stop being constructive and start becoming destructive? Does the ends justify the means? How does guilt manifest itself? How does Shakespeare's use of imagery help to develop character? How do recurring images of nature work to develop theme, plot, and characterization?		

IV SUBJECT: English IV Regular, Academic, Honors

Standards:	Essential Questions:	Content:	Skills:	Assessments:
Reading: 3.1.12A – Concepts about Print and Text 3.1.12B – Phonological awareness 3.1.12C – Decoding and word recognition 3.1.12 D – Fluency 3.1.12E – Reading strategies 3.1.12 F – Vocabulary and concept development	What challenges arise in the process of discovering one's self? What happens when our reality/belief systems are challenged or altered? What is the significance of storytelling as part of the human experience? How do we find a balance in our own lives between the world of society and the world of nature? Where is the line between fact and fiction?	**Summer Reading:** *Life of Pi* (A) *Into the Wild* (R) *The Three Stigmata of Palmer Eldritch* (H) *Oedipus Rex* (H) **Core Texts:** *The Great Gatsby* (R, A) *Oedipus Rex* (A) *Hamlet* (R, A, H) *Othello* (H) *Things Fall Apart*	**Students will be able to (all levels):** Understand various philosophical perspectives on the self. Follow heroic quest plot structure Analyze poetic devices (meter, rhythm, rhyme scheme). Understand the elements of drama. Analysis of literary motifs, including color, symbols, imagery and dialogue. Analysis of literary devices, such as word choice, symbolism, metaphors, etc. Analyze archetypal, symbolic value of natural phenomena. Analyze characters' psychological development. Develop complex, insightful themes Analyze social customs and their development.	Socratic Seminar Reading assessment quizzes Personal essay Literary analysis essay Comparative analysis between novel and non-fiction essays Storytelling presentation Word analysis process essay Performance of scene Multiple-Choice Test

		(R, H) *Siddhartha* (R, A, H)	Inferential reading. Develop vocabulary. Understand and utilize different schools of literary criticism. Identify importance of various narrative perspectives in fiction and memoir.	Timed Writing Oral Report Vocabulary Test Class Discussion Comparative literature study Lesson design Passage analysis Comparative cultural studies Analysis essay
3.1.12 G – Comprehension skills and response to text 3.1.12 H – Inquiry and Research *Writing:* 3.2.12 A –		*A Streetcar Named Desire* (R, A H) *Slaughterhouse Five* (A) *1984* (H) *Brave New World* (H)		Independent Reading Presentations Personal Essay Assignment

Writing as a Process 3.2.12 B – Writing as a product 3.2.12 C – Mechanics, spelling and handwriting 3.2.12 D – Writing Forms, Audiences, and Purposes Speaking: 3.3.12A — Discussion 3.3.12B — Questioning and Contributing 3.3.12C — Word Choice 3.3.12 — Oral Presentation *Listening*:				

3.4.12.A — Active Listening 3.4.12.B — Listening Comprehension *Viewing and Media Literacy:* 3.5.12.A — Constructing Meaning from Media 3.5.12.B — Visual and Verbal Messages 3.5.12.C — Living with Media				

SUBJECT: English IV Academic

UNIT: Summer Reading

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12.D Fluency 3.1.12.E Reading Strategies 3.1.12.F Vocabulary and Concept Development 3.1.12.G Comprehension Skills and Response to Text 3.2.12.A Writing as a Process	What challenges arise in the process of discovering one's self? What happens when our reality/belief systems are challenged or altered? What is the significance of storytelling as part of the human experience? How do we find a balance in our own lives between the world of society and the world of nature? Where is the line between fact and fiction?	*Life of Pi* Selected memoirs	Identify importance of narrative perspective in fiction and memoir. Assess reading comprehension skills involving plot, character, setting, etc. Analysis of literary devices, such as word choice, symbolism, metaphors, etc	Summer reading essay. Summer essay evaluation. Tests/quizzes Passage analysis

Part II:
High School Electives

CURRICULUM MAP

SUBJECT: Journalism
UNIT: Journalism I

Standards:	Essential Questions:	Content:	Skills:	Assessments:
		Students will:	**Students will:**	
3.1.12D – Fluency	How and why is freedom of the press essential to democracy?	understand how newspaper (including online) and freedom of the press are essential for democracy.	work individually or with one partner.	Multiple-Choice Test - In the first weeks of class, students learn about the various roles involved in newspaper publication and students in Journalism I must pass a proficiency test of basic journalism knowledge.
3.1.12F – Vocabulary and Concept Development			use the "top-down-pyramid" method of journalistic writing.	
3.1.12G – Comprehension Skills and Response to Text	What is the "power of the press" and how should it be properly used?	that the "power of the press" is a force which may be used for good or bad.	demonstrate a working knowledge of all of the following journalistic writing: news, features, sports, editorials, music/entertainment reviews through writing articles in the journalistic style worthy of publication in the *Viking Vibe*.	Performance Assessment - Working in conjunction with the student newspaper *The Viking Vibe* and including all of the aforementioned skills, students will produce and publish original work in the paper.
3.1.12H – Inquiry and Research		understand how today's newspapers may also be considered "art" in their own sphere.		
3.2.12A – Writing as a Process	How may a newspaper also serve as "art"?			
3.2.12B – Writing as a Product	What role does technology play in the publication process?	that the future of print newspapers is irrevocably intertwined with technology.	revise and edit their own articles for publication.	
3.2.12C – Mechanics, Spelling, Handwriting		that the rise of online journalism presents different advantages and challenges to writers, publishers and readers.		
3.2.12D – Writing Forms, Audiences, and Purposes	What are the implications of online news publishing versus	understand the "top-down-	engage in peer revision of articles using HSPA	

3.3.12A – Discussion 3.3.12B – Listening Comprehension 3.4.12A – Active Listening 3.4.12B – Listening Comprehension 3.5.12 A – Constructing Meaning from Media 3.5.12 B – Visual and Verbal Messages	hard-copy publishing?	pyramid" method of journalistic writing. learn the basics about proper layout using *Adobe InDesign 2.0*. understand the impact of media (specifically *print*) on society. read and analyze professionally produced publications. understand that freedom of the press entails responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values. prepare for and ask questions during interviews. understand the value of teamwork and cooperation. understand how to research, evaluate and properly cite sources within an article.	format and symbols. take responsibility for fair, accurate, and balanced reporting by writing articles that reflect these values. explore various positions of the *Vibe* staff. read and analyze professionally produced publications including the *New York Times* and the *South Brunswick Post*. become proficient in using computer technology to produce and publish articles. use e-mail, thumbnail drives and/or other electronic media to submit articles for publication.	

CURRICULUM MAP

SUBJECT: Journalism
UNIT: Advanced Journalism (II-IV)

Standards:	Essential Questions:	Content:	Skills:	Assessments:
3.1.12D – Fluency 3.1.12F – Vocabulary and Concept Development 3.1.12G – Comprehension Skills and Response to Text 3.1.12H – Inquiry and Research 3.2.12A – Writing as a Process 3.2.12B – Writing as a Product 3.2.12C – Mechanics, Spelling, Handwriting 3.2.12D – Writing Forms, Audiences, and Purposes 3.3.12A – Discussion 3.3.12B – Listening Comprehension	How and why is freedom of the press essential to democracy? What is the "power of the press" and how should it be properly used? How may a newspaper also serve as "art"? What role does technology play in the publication process? What are the implications of online news publishing versus hard-copy publishing?	**In addition to mastering the proficiencies enumerated in Journalism I, by the end of Journalism II, III and IV, students will:** demonstrate proficiency in the use of publication program through visually successful layout of the *Viking Vibe*. understand the challenges and advantages of online publication. understand the responsibilities involved with serving in chief editorial capacity for the *Viking Vibe*. (III) know the differences between print newspaper journalism and online	**In addition to mastering the proficiencies enumerated in Journalism I, by the end of Journalism II, III and IV, students will:** refine skills acquired in Journalism I. produce and publish the *Viking Vibe*. serve in an editorial capacity (whether formal or informal) for the *Viking Vibe*. differentiate between print newspaper journalism and online newspaper journalism. maintain and update *Vibe* stylebook. perfect skills acquired in Journalism I. (III and IV)	Performance Assessment - Working in conjunction with the student newspaper *The Viking Vibe* and including all of the aforementioned skills, students will produce and publish original work in the paper. Independent Research Papers – Four papers, 5-7 pages each, with at least three independent sources, two of which must be from print media. (IV) Oral Presentations – Students will present a mini-lesson on each research paper to the class. (IV) Students will complete one additional in-depth article per marking period. (IV)

3.3.12C – Word Choice (IV) 3.3D – Oral Presentation (IV) 3.4.12A – Active Listening 3.4.12B – Listening Comprehension 3.5.12 A – Constructing Meaning from Media 3.5.12 B – Visual and Verbal Messages		newspaper journalism. (III) have "expert" knowledge or four journalism-related topics well enough to present in class. (IV) know the inner workings of the school newspaper intimately. (IV)	serve in a chief editorial capacity for the *Viking Vibe*. (III and IV) format a hard-copy newspaper to an online copy. (III and IV)	

CURRICULUM MAP

SUBJECT: Creative Writing
UNIT: Full year course

Standards:	Essential Questions:	Content:	Skills:	Assessments:
Reading 3.1.12B – Phonological awareness 3.1.12C – Decoding and word recognition 3.1.12 D – Fluency 3.1.12E – Reading strategies 3.1.12 F – Vocabulary and concept development 3.1.12 G – Comprehension skills and response to text **Writing** 3.2.12 A – Writing as a Process 3.2.12 B – Writing as a product 3.2.12 C – Mechanics,	How do we use the writing process and peer feedback to revise our writing? How can we use technology to help us become better writers? How can we use our experiences or memories as material for our writing? How can we use our writing to help us understand the world better? How can we use our knowledge of poetry, genre, character, structure, setting, plot, conflict, etc., to reach our readers? How do we express ourselves in a creative and	Poetry Unit Short Story Unit Memoir/Creative Non-fiction Unit.	Students will be able to understand, identify, and employ: Features of poetry / techniques of writing poetry, such as: structure, stanzas, rhyme, enjambment, metaphor, intentional line breaks, symbolism. The structure and characteristics of a short story, including character, setting, plot, pace, mood, tone, symbolism. What constitutes creative non-fiction/ a memoir, and how personal writing differs from fiction.	Journal entries Independent reading presentations Portfolios Literary analysis essays Peer conferences Writers workshops

spelling and handwriting 3.2.12 D – Writing Forms, Audiences, and Purposes **Speaking** 3.3.12A — Discussion 3.3.12B — Questioning and Contributing 3.3.12C — Word Choice 3.3.12 — Oral Presentation **Listening** 3.4.12.A — Active Listening 3.4.12.B — Listening Comprehension **Viewing and Media Literacy** 3.5.12.A — Constructing Meaning from Media	original way (i.e., avoiding cliché)?			

Fundamentals of Public Speaking

Content: Public Speaking
Course: Fundamentals of Public Speaking

Mission: Through studying various forms of public speaking, as well as writing and giving a variety of speeches, students will gain the necessary skills and confidence to give many types of presentations. These skills will include the ability to write and deliver speeches using visual aids, sales pitches, persuasive speeches and informational presentations.

Course Description:
This course is designed to introduce students to the theory and practice of public speaking. Students will study representative speeches, and prepare and deliver many different types of speeches. The course will give students experience in organizing speeches and opportunities to deliver a wide variety of speeches.

Big Idea: Being able to give speeches and make presentations is an important skill in business, college and social situations. The skill is developed and confidence gained through experience in structuring, writing and delivering many different speeches.

Enduring Understandings	Essential Questions:
- Communication is an exchange of information that involves both verbal and nonverbal information. Communication includes both speaking and listening. - Speaking opportunities have four parts that affect how a speech should be delivered: the purpose, the audience, the speaker and the message. - Effective public speaking balances ethics, emotion and logic. - To be most effective, speeches must have structure and organization and, in some cases, appropriate visual materials. - Confidence in speaking can be gained through relaxation, preparation and practice.	- What does it mean to communicate? - How can nonverbal communication change a speaker's message? - How can effective public speaking be recognized and described? - What elements must be considered before writing and delivering a speech? - What are the elements of an effective speech? - How does an audience affect a speech? - How does one deliver a speech effectively and with confidence? - How does a speaker effectively use supporting materials in a speech? - What ethical responsibilities does a speaker have?

Students will know the following terminology…	
• After-dinner speech	• Inflection
• Analogies	• Introduction speech
• Anecdotes	• Keynote address
• Appeal	• Literal analogies
• Articulation	• Main idea
• Audience analysis	• Motivated sequence
• Bandwagon fallacy	• Needs of listeners
• Body of speech	• Nomination speeches
• Cadence	• Nonverbal communication
• Causal fallacy	• Nonverbal cues
• Cause-and-effect organization	• Objective
• Central idea	• Occasion
• Ceremonial speeches	• Oral citation
• Chronological organization	• Organization of speech
• Citation of sources	• Outlines
• Commencement addresses	• Parallelism
• Communication, models of	• Paraphrase
• Conclusion	• Pathos
• Connotation	• Pedagogy
• Consensus	• Personal experience speech
• Credibility of speaker	• Persuasion
• Credible evidence	• Plagiaphrasing
• Cues	• Plagiarism
• Declamation	• Positive motivation
• Deductive reasoning	• Presentation Aids
• Delivery	• Problem-and-solution organization
• Demographics	• Proposition
• Denotation	• Proximity
• Diversity	• Purpose of speech

• Elaboration	• Redundancy, Repetition
• Elocution	• Reflective thinking
• Empathic listening	• Rephrasing
• Ethics	• Rhetoric
• Eulogy	• Sequence, motivated
• Extemporaneous speaking	• Situational audience analysis
• Fallacies	• Sources
• Faulty reasoning	• Statistics
• Feedback	• Style of speech
• Figure of speech	• Supporting material
• Forensic speaking	• Symbols
• Hierarchy of needs	• Target audience
• Hyperbole	• Testimony
• Hypothetical illustrations	• Thesis
• Illustrations	• Topic
• Immediacy	• Verbal transactions
• Impromptu speaking	• Visual aids
• Inductive reasoning	• Word picture
• Inference	• Written vs. oral language

Knowledge and Skills (what students will know and do):

Knowledge:
- Students will be introduced to many different types of public speaking.
- Students will know how to organize a speech through outlining.
- Students will know how to conduct research for a speech and use supporting materials to strengthen their speeches.
- Students will learn types of visuals to use in speeches and the best ways to incorporate them.
- Students will be able to critique the speeches of peers and give constructive criticism.
- Students will demonstrate positive listening skills and appropriate audience behavior.
- Students will be able to adapt speeches for different audiences.
- Students will be able to evaluate speeches for both content and delivery.
- Students will demonstrate correct posture and appropriate nonverbal communication.
- Students will be able to use strategies to increase confidence.

Skills:
- Prepare different types of speeches
- Research for speeches
- Outline speeches
- Evaluate the effectiveness of speeches
- Effectively use research and visual aids as support
- Appropriately vary voice in volume, tone, speed and pitch
- Demonstrate confident posture and appropriate gestures

Standards:
- 3.1.G.6 (Language Arts Literacy: Reading): All students will recognize literary concepts, such as rhetorical device, logical fallacy, and jargon, and their effect on meaning.
- 3.2 (Language Arts Literacy; Writing): All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.3 (Language Arts Literacy; Speaking): All students will speak in clear, concise, organized language that varies in content and form for different audiences and purposes.
- 3.4 (Language Arts Literacy; Listening): All students will listen actively to information from a variety of sources in a variety of situations.
- 3.5 (Language Arts Literacy: Viewing and media literacy): All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.

Assessments:
Quizzes
Unit Tests
Unit projects
Performance Tasks – Speeches of various types including:
- Introduction
- Personal Experience
- How-To/Demonstration
- Pet Peeves
- Powerpoint
- Persuasive
- Election
- PowerPoint & Podcast

• Film Project/Commercial
• Debate
• After-Dinner Speech
• Impromptu
Oral Interpretation

Connections:
Cross Curricular:
• English/Language Arts through speaking, writing, listening and media literacy
• Social Studies through research and analysis; historical context
• Performance through elocution and presentation
Technology:
• Use of presentation aids such as PowerPoint
• Use of web sites for research and supporting information
• Use of digital video cameras and iMovie for presentation project work
• Use of GarageBand for podcasting project
Character Education (Core Values):
• Recognize the importance of ethics in communication and speaking ethically
• Use of sources in ethical ways
• Consideration of diversity in an audience when focusing a speech
• Analysis of both sides of a controversial subject
• Speaking with integrity
Career:
• Develop the communication skills needed in business including the ability to make a presentation, work as part of a team, communicate clearly, and effective sell a product.

DEPARTMENT AGREEMENTS ON MINIMUM COURSE PROFICIENCIES:

In order to receive credit for this course, students must exhibit proficiency in the topics described below.

GRADING / ASSESSMENTS
Periodic evaluations will take place during each marking period. During the first marking period, the instructor will explain his/her grading

procedures to the class. Students will earn a grade for each marking period. The grade for the course will be calculated as 25% for each marking period.
MINIMUM PROFICIENCY
In order to pass Fundamentals of Public Speaking for the year with the minimum grade of "D," a student must
• Have a grade of 65% or greater when the four (4) marking period grades are averaged together as stated above.
In order to earn college credit, a student must: • Be enrolled in the High School Scholars program • Receive a grade of a 70% or better
Grades are determined as follows
The following grading structure will be utilized: • Quizzes – 10% • Unit Tests – 15% • Unit Projects, Speeches (graded with rubrics) – 50% • Self Evaluations (PSRP) -- 10% • Do Nows / Participation / Classwork – 10% • Homework – 5%

Advanced Placement

PURPOSE:
Literature is an essential form of communication as well as a form of art. Through reading, one can explore him/herself and society, both past and present. Although the reader is often provoked to question, confront, or even refute that which is expressed in writing, it happens equally that she/he confirms, embraces, and supports the ideas presented. Comparable to discovering a treasure, a close study of literature can reveal the beauty and complexity of language. Close, analytical reading will be fostered through a study of intertextual connections between works of literature. Such study will highlight the cause-effect relationships among authors, literary periods, and philosophies. With this in mind, the English Department has developed a rigorous A.P. program so students can achieve college credit in their quest to develop a life-long ability to read and appreciate great works of literature.
EXPECTATIONS:
As prescribed by the College Board, an A.P. English Course in Literature and Composition expects students to engage in careful reading and critical analysis of literature. As they read, students will consider a work's structure, style, and themes as well as figurative language, imagery, symbolism, and tone. It is expected that A.P. students will delve into the reading to be able to interpret and understand multiple meaning of a work, and to assess the quality of artistic achievement.
A.P. English students will write to understand a literary work since reading and writing stimulate and support one another. Writing includes: exposition that analyzes/explains/interprets/argues/compares, focused analyses on aspects of language and structure, and literary criticism. Students may also be asked to keep writing logs/journals.
Preparing for the A.P. Exam will require extensive reading, writing, and discussion. It is expected that students will demonstrate knowledge and ability in both oral and written contexts. The students and teacher will work collaboratively to prepare for the A.P. Exam in a studious and rigorous, yet supportive environment.
SPECIFIC GOALS:
• In order to achieve the immediate goal of a qualifying score (3 or better) on the A.P. Exam, students will:
• Practice sections of the A.P. Test beginning in September
• Master knowledge of literary terms and use them to interpret both prose and poetry.
• Refine critical and evaluative skills to make logical associations and conclusions of/between text(s). This will include an awareness of literary schools of thought such as: Psychoanalytical Theory, Marxism, Feminism, Multiculturalism, Existentialism, Deconstruction, Historical/Social Context, and New Criticism.
• Improve writing in the following ways:
o Use a variety of sentence structures including appropriate use of subordinate and coordinate constructions.

o Organize logically using techniques of coherence such as repetition, transitions, and emphasis.
o Balance generalities with specific, vivid details.
o Use rhetoric effectively, which includes controlling tone, maintaining a consistent voice, achieving emphasis through parallelism and antithesis.

WRITING:
Writing assignments will include both timed and process writing. The process writing includes free writing/rough drafts, peer feedback using the AP Scoring Rubric (see attached), and final revision. Based on the teacher feedback that derives from the Topics for Analytic Assessment (see attached) students are expected to complete a writing reflection and final revision. During the reflection process students log teacher's feedback to track patterns, both strengths and weaknesses, in their writing.
The majority of the writing consists of expository literary analysis using a variety of modes of development. For example, students compare and contrast various translations of *Beowulf*, develop cause and effect relationships in an autobiographical college essay, and develop an argument based on a close reading and analysis of *Hamlet*. In addition to these examples, students will write short critical analyses, journal entries, poetry response, and open-ended response essays during the study of each major work of literature.
Through an intertextual study of the literature, students have an opportunity to explore writers' artistry and the social and cultural values expressed within the texts. One example of intertextual study throughout the year is the Author Study Assignment. Students begin by reading one work by an author during the summer and read a second work during the first part of the school year. Once the reading is completed and students are able to discuss with peers, they research the author's life and compare the two works in order to address one of two essential questions: " How does understanding an author's life and the time period in which he/she lived (s) lead to a better understanding of his/her work?" and "How can reading multiple works reveal more about an author and his/her work than reading one single text?"

LITERARY TERMS TO KNOW

ELEMENTS OF STYLE
Ambiguity
Anachronism
Anaphora
Atmosphere
Colloquial
Connotation
Denotation
Dialect
Dialogue
Diction
Epigram
Invective
Inversion
Irony
       Dramatic
       Situational
       Verbal
Mood
Proverb
Sarcasm
Satire
Slang
Tone
Voice

FICTION
Anecdote
Anticlimax
Character
Flashback
Incident
Motivation
Narrative voice
Point of view
       First person
       Objective
       Omniscient
       Limited
       Third person
       Unlimited
Stream-of-consciousness
Subplot
Theme

FIGURES OF SPEECH
Allusion
Archetype
Apostrophe
Euphemism
Hyperbole
Litotes
Metaphor

Metonymy
Onomatopoeia
Paradox
Personification
Pun
Simile
Symbol
Synecdoche
Understatement

FORM
Allegory
Anecdote
Diary
Discourse
       Argumentation
       Description
       Exposition
Narration
Epic
       Antistrophe
       Catharsis
       Epic/Epic hero
       Episode
       Hubris
       Paradox
       Peripetia
       Tragedy   (Aristotle)
Epigraph
Essay
       Formal
       Humorous
       Informal
Fable
Freytag's Pyramid
Genre
Mock-heroic
Novel
Novella
Parable
Parody

Prose
Verse

POETRY
Alliteration
Assonance
Blank verse
Cacophony
Cadence
Caesura
Chiaroscuro
Conceit
Connotation
Consonance
Controlling image
Couplet
Dirge
Dissonance
Dramatic monologue
Elegy
End-stopped line
Enjambment
Epic
Euphony
Foot
Free verse
Iamb
Image
Imagery
In medias res
Lyric
Measure
Meter
Octave
Ode
Pentameter
Persona
Proximate rhyme
Quatrain
Refrain
Repetition
Rhyme
      End
      External
      Feminine
      Internal
      Masculine
Rime royal
Sonnet

    English
    Italian
Stanza
Stress
Synthesis
Terza Rima
Trochee
Volta
SYNTAX
Anaphora
Antithesis
Balanced sentence
Chiasmus
Coherence
Complex sentence
Compound-complex sentence
Ellipsis
Epistrophe
Inverted sentence
Loose sentence
Periodic sentence
Zeugma

Knowing these terms will give you strength as you work to interpret the literature and write your analysis

AP Scoring Rubric for Practice Essays

9-8:   These scores are for essays in which excellent content and impressive writing
       reveal the writer's ability to reason with perception and to express ideas clearly and
       skillfully – stylistic maturity. They accomplish <u>all</u> of the following:
   1) Demonstrate an understanding of the assignment/question:
   2) Reveal depth of analysis supported by appropriate, specific references to the test;
   3) Reflect consistent control over the elements of effective writing, particularly diction, syntax, and structure.

7-6:   These scores are for essays, which demonstrate the writer's ability to express ideas
       clearly but with less maturity and control that the top papers and sometimes with
       minor flaws in interpretation or writing.

5:     This score is for those essays, which demonstrate <u>any or all</u> of the following:
   1) An understanding of the question but not a full analysis often with vague, superficial, limited answers which reflect a
      simplistic approach and flaws in interpretation;
   2) Little specific support from the text;
   3) Writing which is adequate to convey the writer's thoughts but which is not as well-conceived, organized, or developed as the
      upper level papers – lacks stylistic maturity.

4-3:   This score is for essays which compound the weaknesses of the 5–essays in <u>any or</u>
       <u>all</u> of the following areas:
   1) Weak control over the elements of good writing including diction, syntax, and/or structure;
   2) Failure to demonstrate a complete understanding of the question/assignment;
   3) Mostly plot summary with little analysis;
   4) Incomplete response to the question;
   5) Recurrent stylistic flaws;
   6) Lack of specific, persuasive evidence from the text for support.

2-1:   These scores are for essays, which fail to respond adequately to the question. They
       may exhibit <u>any or all</u> of the following:
   1) Distortion or misapplication of the work/assignment;
   2) Serious problems in diction, syntax, and/or structure;
   3) Mere summarization of the plot;

4) Lack of clarity, organization, or supporting evidence;
5) Such a brief answer that the student's writing ability cannot be identified.

GENERAL DIRECTIONS: Writers are rewarded for what they do well in response to the question. A poorly written essay must not be given a score higher than 4. The grade for a well-written essay, which does not fully meet the assignment, may be raised 1 point.

SCALE: 9=99 8=94 7=90 6=86 5=82 4=78 3=74 2=68 1=65–below

Topics for Analytic Assessment

I. Sentence Correctness

1. **Agreement** (AGR): Subject and verbs must agree; pronouns must agree with their antecedents. Agreement errors indicate the writer is not in control of sentence sense.
2. **Comma Splice** or **Run-on Sentence** (CS, RS): Occurs when a comma alone is used to punctuate a compound sentence. Correction options include: a) using a period to separate the thought into two sentences, b) using a semi-colon to divide the two thoughts and form a compound sentence, or c) using a comma with a conjunction to divide the two thoughts and form a compound sentence. A run-on sentence omits all punctuation in running two sentences together as if they were one sentence.
3. **Faulty Parallelism** (FP): Ideas or grammatical structures are not parallel.
4. **Indefinite Reference** (IR): The use of "this" or another pronoun to refer to a preceding whole idea or argument or to refer to some unclear person or thing. This error occurs frequently in student writing and is a real barrier to clear communication. Avoid using "This" as the subject of a sentence; make sure all pronouns have clear antecedents or use a noun instead. Replace the indefinite pronoun with a concrete, exact noun or a fuller explanation.
5. **Omit** (O): A word, phrase, or sentence is unnecessary or irrelevant and the writing will be improved by its omission.
6. **Point of View** (PV): Avoid shifts in point of view. Generally, avoid the use of "we," "you" or "one" in formal essays. These pronouns, especially "one," lead to unnecessary wordiness. Objective and direct statements are stronger and more economical. Although "I" can be used for a personal position or an assertive statement, there is no need to say "I think" or "in my opinion" since everything being written by the writer must be assumed to be the thoughts of the writer.
7. **Punctuation** (P): For punctuation errors in the correction can simply be inserted or an excess mark deleted. Remind students that contractions indicate dialogue and should be avoided in formal essays and exposition.
8. **Sentence Fragment** (SF): An incomplete sentence lacking a main subject and verb.
9. **Spelling** (SP): A spelling error. (Or, a misspelled word or the part misspelled may be circled.)
10. **Split Infinitive** (SI): A split infinitive separates the parts of an infinitive, placing an adverb between "to" and the verb. Once considered an unacceptable construction, contemporary writers do sometimes split infinitives for certain effects. It is best to avoid this construction, if possible.

11. **Tense Sequence** (TS): Sentences should maintain a logical sequence of verb tenses. Writers of literary analysis should use present tense when discussing a writer's use of literary devices in a passage or in describing what is happening in a literary selection.
12. **Title Marks** (TM): Titles of short stories and essays need quotation marks; book-length works, novels and plays should be italicized. (Italics are represented by underline in handwriting.)
13. **Word Omitted** (WO): A word necessary for sentence sense has been left out.

II. Sentence Style

1. **Accurate Information** (AI): A sentence either represents a misreading of the literary text or presents inaccurate information; revise to provide accurate information.
2. **Appropriate Style** (AS): The writing should maintain a level of language usage and tone that are appropriate to the writing task. Avoid colloquial usage, for example, in formal writing.
3. **Articulate Fully** (AF): The sentence suggests the possibility of a good idea but is not explained fully enough or with sufficient details to convey the thought. Elaborate more completely, try to think out the implications of your idea, attempt to deal with the complexities that are implied.
4. **Clarity** (CL): Too much effort is required by the reader to decipher meaning; the expression of the idea is not clear. Revise for more precision, accuracy, and economy in wording.
5. **Cliché** (C): A word or phrase is used that has become trite and ineffective from over use.
6. **Diction** (D): Sentence will be improved by more effective word choice. The word chosen is inappropriate in connotation, level or usage, or meaning.
7. **Embed Quotations Effectively** (EQE): A quotation should be embedded effectively in the writer's text. Compose a sentence and place the quotation in this sentence so that the syntax is accurate and clear. The writer's sentence should provide a meaningful introduction to the quotation without repeating it and should make clear to the reader the significance of the quotation as a means of supporting the writer's point. Quotations should not occupy a disproportionate amount of space in a piece of writing; for example, a three-quarter page paragraph should contain no more than about one or two lines of quoted material. In longer essays, longer quoted passages are appropriate. (Note that the noun form is "quotation" [not quote] and the verb is "to quote."
8. **Exactness** (EX): Very general, abstract, or vague wording can be improved by substituting or adding specific details and concrete language to make the meaning clearer.
9. **Repetitious** (REP): Ideas, phrases, or words are repeated unnecessarily.
10. **Sense** (S): Despite every effort, the reader cannot decipher the sense of the sentence. Write more, explain more, reword, or talk through what you are trying to say with someone who can help you clarify your thought.
11. **Stringy Sentence** (SS): The sentence is too long and drawn out; divide into reasonable separate sentences.
12. **Subordination** (SUB): Sentences can be combined to show the relationship of ideas, to create sentence variety, and to avoid choppy sentences.

13. **Wording** (WDG): Although the reader may be able to decipher the idea, the wording chosen is unnecessarily awkward. Rearrange the word order, eliminate unnecessary words, and improve diction.
14. **Wordy** (WDY): There are too many unnecessary words in the sentence. Your idea can be expressed much more clearly by eliminating words. Where possible, change clauses to phrases, phrases to single words, and reduce the words to the absolute essentials for expressing your idea.

III. Organization

1. **Coherence** (COH): Coherence refers to the logical flow of ideas and the sense of paragraph unity. Ideas should cohere; they should be bound together by logical relationships and sequences of thought. Each sentence should flow naturally to the next and the connections between sentences should be obvious to the reader.

2. **Controlling Idea** (CI): A paragraph or an essay can be improved with the addition of a clearly stated controlling idea, topic sentence, thesis statement, or purpose statement.
3. **Development** (DEV): A paragraph or an entire essay may need to be improved with further development of ideas and details to support the controlling idea. Try to think through the idea and state its logical implications. Explore the related ideas that are implied by the line of argument you have chosen. A particular idea or thesis creates its own demands for development. Be attentive to logical implications and follow through with the kind of development and support your thesis requires.
4. **Elaboration** (ELAB): The writing can be improved by adding examples, illustrations, and reasons to support your point. Be sure that you have included at least 4-6 specific reasons, explanations, examples, illustrations, or quotations that will support the controlling idea of a paragraph. If you are writing about literature, be sure that these examples help your reader understand the text more precisely and appreciate the artistry of the author more fully.
5. **Logic** (LOG): A problem in logic indicates that either the sentences or the sequence of ideas does not make reasonable sense. Statements may make impossible claims or sentences may have no logical connection or sequence. A step in a logical process may be omitted or a necessary part of an idea omitted. List the logical steps or parts of the idea, fill in the necessary steps, and reconsider your statements.
6. **New Paragraph** (NP): Organization can be improved by beginning a new paragraph.
7. **No New Paragraph** (NNP): Organization can be improved by eliminating a paragraph break.
8. **Organization** (ORG): The order of presentation of the ideas in a paragraph or a whole essay does not make your case as logically and effectively as is possible. Make an outline of the main ideas and view these points objectively. Is the argument carried through logically? Can parts be re-arranged to create more sense of order and coherence?
9. **Transitions** (TRANS): Transitional words and sentences in a paragraph and transitional paragraphs in an essay can help bind together parts to create more coherence. Each sentence should be connected to the next and that connection should be shown and stated clearly using transitional devices.

Part III:
9-12 Writing Map

9-12 WRITING CURRICULUM MAP

SUBJECT: 9th Grade

9

Essential Questions:	Content:	Skills:	Assessments:	Standards:
• What is literary analysis? • What makes an effective essay? • What makes an effective thesis statement? • How does one use support in a literary essay? • What are the elements of an open-ended question?	• Literary analysis • Open-ended Response • 5 Paragraph Essay • Persuasive Writing • Expository Writing • Creative Writing	• All levels should identify parts of speech: nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions. • A and H must know parallel structure and subordinate and coordinate conjunctions. • A and H must know correct pronoun/ antecedent agreement. • H should avoid using "to be" verbs.	• Literary analysis essays • Open-ended responses • Reflections • Outside reading (projects or essays) • Final exam- reading and writing • Timed writing • Process writing	3.2 A – Writing as a Process (prewriting, drafting, revising, editing, postwriting) 3.2 B – Writing as a Product (resulting in a formal product or publication) 3.2 C – Mechanics, Spelling, and Handwriting 3.2 D – Writing Forms, Audiences, and Purposes (exploring a variety of forms)

		• A and H should use present tense for literary analysis. • All levels should avoid tense switches and make verbs agree with subject. • All levels should avoid $1^{st}/2^{nd}$ person in literary essays. • All levels should utilize textual support and properly cite it. • All levels should clearly understand audience, purpose, and how it affects their writing. • Discuss sentence structure/ combining and when to use		

		appropriate punctuation (comma, semicolon) In addition all levels should be able to use the following: • Transitions • Topic sentences • Paragraph structure • Introductory Paragraphs • Thesis statements • Conclusions that do more than summarize (so what?) • Demonstrate proper planning before writing • Demonstrate ability to revise and self-edit		

10   **SUBJECT: 10ᵗʰ Grade**

Essential Questions:	Content:	Skills:	Assessments:	Standards:
• What is the writer's purpose? • Who is the intended audience? • How does the piece of writing create meaning for the reader?	• 5 Paragraph Essay • Literary Analysis • HSPA Preparation • Persuasive • Narrative • Expository • Creative • A & H – Timed Writings • H – Compare & Contrast (SR assignment)	• Show evidence of planning Brainstorming Graphic Organizers Outlines • Elaborate on introductions & conclusions • Create relevant Theme & Thesis Statements • Incorporate appropriate transitions • Embed and analyze quotations • Vary sentence structure • Avoid switching tenses	• Respond to open-ended questions • Respond to Picture Prompts • Analyze Literature (process essays, character sketches) • Write Reflectively (writing portfolio reflections, self-assessments, journal entries) • Write Persuasively (persuasive essays, letters, articles etc.) • Write Creatively (poetry, plays, short stories etc.) • Complete a final	3.2 A – Writing as a Process (prewriting, drafting, revising, editing, postwriting) 3.2 B – Writing as a product (resulting in a formal product or publication) 3.2 C – Mechanics, Spelling, and Handwriting 3.2 D – Writing Forms, Audiences, and Purposes (exploring a variety of forms)

		• Avoid using 1st person for formal writing • Increase level of specificity & detail • Understand audience and purpose and how they effect writing • Avoid common errors including: Run-on sentences Sentence fragments S/V Agreement Misplaced modifiers Using "to be" verbs Repetition Use of slang • Self-edit and revise writing for: Grammar Usage Mechanics Spelling	exam	

11 SUBJECT: 11ᵗʰ GRADE

Essential Questions:	Content:	Skills:	Assessments:	Standards:
• What makes an essay effective?	• Embed textual support • Insightful conclusions (so what?) • Exposure to a variety of essay styles, purposes and audiences • More non-fiction • Literary analysis • Five paragraph format • Expository writing • Persuasive writing • Letter writing • Review Open-ended & Picture	• Revision • Topic sentence • No contractions • Punctuation • Active voice • Present tense • Eliminate "to be" verbs • No 1ˢᵗ & 2ⁿᵈ person • Pronoun agreement • Parts of speech • Sentence structure • Transitions • MLA format	• Final exam with reading and writing components • Shorter in-class timed writings (SAT format/prompts) • Writer's reflection logs/FCAs • Creative writing assignments which incorporate vocabulary words • Comparison essay	3.2 A – Writing as a Process (prewriting, drafting, revising, editing, postwriting) 3.2 B – Writing as a product (resulting in a formal product or publication) 3.2 C – Mechanics, Spelling, and Handwriting 3.2 D – Writing Forms, Audiences, and Purposes (exploring a variety of forms)

	prompt format (HSPA)	- Subordinate clauses - Syntax - Sophisticated thesis statements - Peer editing - Show evidence of planning & drafting - Timed format for writing - Reflective practice		

12

SUBJECT: 12th GRADE

Essential Questions:	Content:	Skills:	Assessments:	Standards:
• How does an author make decisions based on audience and purpose? • What are the universal features of "good" writers? • How does my writer's voice reflect my individuality? • How can I use previous readings to enhance/ complicate my position while writing?	English IV – Students will eliminate common writing errors including: • Run-on sentences (comma-splice errors) • Sentence fragments • Subject-verb agreement • Change of tense/voice • Active vs. passive voice • Transitions • Misplaced modifiers • Repetition/ redundancy • IM/text-message	Students will: • Understand and demonstrate an awareness of audience and purpose in their writing. • Edit/revise their own papers and the papers of peers for grammar, usage, mechanics, spelling, content and organization. • Produce thesis statements. • Use advanced vocabulary and syntax in writing.	**ENGLISH IV** – Students will: • Write portfolio reflections (2) • Respond to open-ended questions • Write process and timed essays • Complete other writing assignments which include both teacher-assigned and student-selected topics, writing for a variety of audiences and purposes • Complete projects grounded in using multiple intelligences • Write journal entries • College application/autobiographical essay • Literary analysis/intertextual	3.2 A – Writing as a Process (prewriting, drafting, revising, editing, postwriting) 3.2 B – Writing as a product (resulting in a formal product or publication) 3.2 C – Mechanics, Spelling, and Handwriting 3.2 D – Writing Forms, Audiences, and Purposes (exploring a variety of forms)

	slang • Poor paragraph organization and structure • Weak introductions and conclusions and relate them to one another • Pronoun-antecedent agreement **ACADEMIC** – In addition to demonstrating proficiency in the previous skills, students will also eliminate these writing errors: • Adjective/adverb confusion **HONORS**—In addition to the previous skills, students will also: • Write essays for a variety of prompts and purposes that demonstrate their	• Demonstrate proficiency in proper planning before writing, including the use of graphic organizers or other visual aids. • Demonstrate ability to synthesize information from both written and electronic sources. • Be able to demonstrate sentence variety • Peer edit • Demonstrate mastery of embedding quotations and incorporating intertextual	paper/essay **ACADEMIC** – In addition to mastering the previous writing assignments, students will also write: • A work in the style of one studied **HONORS** – Students will frequently write in the above formats, with particular attention towards: • Authorial voice • Mastery of embedded quotations • Intertextual references	

	voices as writers. • Incorporate at least two outside sources inside each essay to enhance/complicate their thesis.	connections **HONORS** – In addition to the previous skills, students will also: • Develop unique voices as writers by taking compositional risks, exploring new ideas, and developing their own perspective.		

English Appendix

NJQSAC COMPRESSED STANDARDS HANDY REFERENCE GUIDE
New Jersey Core Curriculum Content Standards – Reading (3.1)

Standard	Compressed Version of Standard	Possible Objectives
3.1.12A-C	No indicators at this grade level	No indicators at this grade level
3.1.12D - Fluency	• 1-3 – Independently read a variety of age-appropriate reading materials for accuracy	• Students will read with appropriate rhythm, flow, meter and pronunciation.
3.1.12E - Reading Strategies (before, during and after reading)	• 1-3 – Use effective and appropriate personal reading strategies and/or use visualization and graphic organizers to aid in comprehension of a variety of texts	• Students will use appropriate reading strategies. • Students will complete pre-reading activities. • Students will complete post-reading assessment(s).
3.1.12F – Vocabulary and Concept Development	• 1-2 – Use word origins, relationships and context clues to understand new words • 3 – Apply vocabulary to different content areas	• Students will increase their level and knowledge of vocabulary through root words and context clues.
3.1.12G – Comprehension Skills and Response to Text	• 1 – Analyze, evaluate and synthesize central ideas in informational texts • 2 – Understand and apply literary theory and criticism to literature • 3-5 – Develop an understanding of the social and historical contexts of the literature/theories • 6-8 – Recognize, evaluate and interpret literary tools, devices and concepts • 9-10 – Evaluate quality of information from various sources • 11 – Analyze how an author creates mood and tone to effect theme or purpose • 12-13 – Be familiar with college and job applications, W-2 forms and contracts and other technical writing	• Students will analyze, evaluate and synthesize literature. • Students will understand and apply literary criticism to studied works. • Students will investigate the social and historical context of studied literature. • Students will identify and understand various literary devices and how the author uses them to create meaning. • Students will contrast fact with opinion and necessary vs. unnecessary information and discuss what makes each so. • Students will analyze works which exemplify mood and tone and discuss how the author achieves his/her effect.
3.1.12H – Inquiry and Research	• 1, 3-5 – Select and critically evaluate electronic and print media and apply information to support research topic about one issue or topic • 2 – Develop materials for a portfolio that reflects a specific career choice • 6 – Critically evaluate public documents to determine whether they address reader concerns	• Students will complete research on a single topic which utilizes outside sources. • Read short stories with regard to careers to review trends in higher education/career fields • Students will be able to recognize viewpoint of the opposition and respond appropriately. • Students will read and analyze public documents that incorporate a counter argument and be able to identify the counterargument.

New Jersey Core Curriculum Content Standards – Speaking (3.3)

Standard	Compressed Version of Standard	Possible Objectives
3.3A – Discussion	1-2 – Participate in discussions and support or refute positions 3-4 – Lead/facilitate discussions	Students will be able to participate in a class discussion supporting and/or refuting ideas with peers.
3.3B – Listening Comprehension	1-3 – Question, analyze and evaluate during discussions 5 – Question and discuss relevant passages and author purposes 6-7 – Respond to peers during discussion	- Students will be able to question peers during group discussions, as well as elaborate/explain their ideas. - Students will be able to participate in large discussion activities using both ext-based analysis and peer response.
3.3C – Word Choice	1-2 – Use effective word choice and rhetorical devices	Students will be able to improve and use word choice through the use of rhetorical devices
3.3D – Oral Presentation	1-3 – Oral presentations for a variety of purposes using various organizational and delivery strategies 4 – Independent and peer editing 5 – Make impromptu modifications during speeches 6 – Improve and assess with rubric	- Students will be able to express ideas verbally - Students will able to use organizational and delivery strategies to convey ideas and positions - Students will be able to modify responses and delivery based on audience feedback - Students will be able to revise, edit, improve and assess verbal presentations through peer feedback and rubrics

New Jersey Core Curriculum Content Standards – Listening (3.4)

Standard	Compressed Version of Standard	Possible Objectives
3.1.12A – Active Listening	1-3 – Reflect, analyze and focus on ideas, distinguish between emotive and persuasive rhetoric and respond appropriately in a variety of genres	Students will reflect on ideas presented orally and respond appropriately (in writing or discussions)
3.1.12B – Listening Comprehension	1-2 – Attentively listen to evaluate, summarize and make judgments on the credibility of a speaker 3-4 – Recognize propaganda and argument and respond appropriately to a debate	- Students will be able to summarize, judge and evaluate speech/speaker. - Students will recognize and respond to propaganda and argument in a formal or informal debate.

New Jersey Core Curriculum Content Standards – Writing (3.2)

Standard	Compressed Version of Standard	Possible Objectives
3.2.A – Writing as a Process	1 – Complete daily writing 2-3 – Prewriting and planning 4-6 – Self-editing and revising using own knowledge and internet/software (*also C.5-6*) 5 – Using a computer throughout the entire writing process (*also C.7*) 7 – Evaluate and reflect on work using a rubric 8-9 – Self critique on writing; establish goals for improvement	Students will be able to complete the entire writing process from prewriting and planning to publishing and reflecting.
3.2.B – Writing as a Product	1-2 – Modeling and critiquing an authors techniques 3-5 – Write and support thesis statements in multi-paragraph pieces that range in style and purpose (*also D.2-3*) 6-7 – Literary research paper using primary and secondary research and technology with citations 8-10 – Foresee readers needs and develop interest through details, language, examples, counter arguments, graphics, and compelling openings and closures 11 – Peer editing/revising (*also A.4-6*) 12 – Writing folder 13 – Sentence structure and vocabulary	- Students will be able to model, analyze, and critique published works. - Students will be able to write a variety of pieces ranging from thesis statements to literary research papers. - Students will be able to foresee the needs of a reader and maintain interest. - Students will be able to peer-edit and revise. - Students will be able to create a portfolio of work.
3.2.C – Mechanics, Spelling, Handwriting	1-2 – G.U.M.S., personal style through sentence structure and language 3-4 – Indicating relationships between ideas 5-7 – Self-edit using own knowledge, dictionaries, grammar books, and/or internet; differentiate between superfluous and necessary details 7 – Using a computer throughout the entire writing process (*also A.7*)	- Students will be able to maintain proper G.U.M.S. - Students will be able self-edit. - Students will be able to complete the writing process using a computer.

| 3.2.D – Writing Forms, Audiences, and Purposes | • 1 – Determine format based on purpose and audience
• 2 – Write a variety of essays (*also B.3-5*)
• 3, 8 – Evaluate and interpret author's tone, word choice, style, content, P.O.V., literary elements, and argument
• 4 – MLA and plagiarism
• 5 – Structures to support reading [*transitions, chronology, sequence, headings, subtitles*]
• 6 – Everyday and workplace writing [*resumes, college/job applications*]
• 7 – Personal style and voice (*also C.2*) | • Students will be able to choose the appropriate format and structures for a variety of essays, including workplace and everyday writing.
• Students will be able to evaluate, interpret, and analyze published work.
• Students will be able to use MLA citations to avoid plagiarism. |

New Jersey Core Curriculum Content Standards – Viewing and Media Literacy (3.5)

Standard	Compressed Version of Standard	Possible Objectives
3.5.12 A – Constructing Meaning from Media	1 – Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2-3 – Identify and select media forms appropriate for the viewer's purpose and evaluate how a media product expresses the values of the culture that produced it.	• Students will study media which are specific to various time periods and/or cultures. • Students will evaluate the different features of various media and how that medium is influenced by its respective culture.
3.5.12 B – Visual and Verbal Messages	1-2 – Compare and contrast three or more media sources and/or analyze for stereotyping.	• Students will compare various media and not instances of stereotyping.
3.5.12 C – Living with Media	1-3 – Understanding that messages are representations of social reality and recognizing that the creators of media use a number of forms, techniques and technologies, determine influences on news media based on existing political, historical, economical, and social contexts.	• Students will analyze the role of the media in society and well as its relative effects.