

# Main Criteria: University-Ready Writing

## Secondary Criteria: New Jersey Student Learning Standards

Subject: Language Arts

Grade: 12

### University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## New Jersey Student Learning Standards

### Language Arts

Grade 12 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

##### STRAND

Language: System and structure, effective use, and vocabulary

##### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

#### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

##### STRAND

Reading: Text complexity and the growth of comprehension

##### CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

##### CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

##### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

##### STRAND

Writing: Text types, responding to reading, and research

##### CONTENT STATEMENT

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

##### CONTENT STATEMENT

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

##### CONTENT STATEMENT

(RW) Range of Writing: By the end of grade 12, 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, and audiences.

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

| STRAND |  | Speaking and Listening: Flexible communication and collaboration |
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CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND | 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. |
|--------|---------------|---|
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CONTENT  
STATEMENT

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.

CONTENT  
STATEMENT

C.

Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND | 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. |
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CONTENT  
STATEMENT

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.

CONTENT  
STATEMENT

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.

CONTENT  
STATEMENT

E.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**CONTENT  
AREA /  
STANDARD****Reading Domain**

|        |                |  |
|--------|----------------|--|
| STRAND | 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. |
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|--------|----------------|---|
| STRAND | 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. |
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|        |                |  |
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| STRAND | 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. |
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**CONTENT  
AREA /  
STANDARD****Writing Domain**

|                                |                                      |   |
|--------------------------------|--------------------------------------|---|
| <b>STRAND</b>                  | <b>W.AW.11–12.1.</b>                 | <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>   |
| CONTENT STATEMENT              | A.                                   | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.  |
| CONTENT STATEMENT              | B.                                   | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.   |
| CONTENT STATEMENT              | C.                                   | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  |
| CONTENT STATEMENT              | E.                                   | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |   |
| STRAND                         | 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). |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |   |
| <b>STRAND</b>                  | <b>SL.PE.11–12.1.</b>                | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |   |
| STRAND                         | RH.6–8.7.                            | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |
| STRAND                         | RH.6–8.10.                           | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.  |

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

## Language Arts

Grade 12 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

| STRAND               |  | Language: System and structure, effective use, and vocabulary   |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

| STRAND               |  | Reading: Text complexity and the growth of comprehension   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CONTENT<br>STATEMENT |  | (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT |  | (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CONTENT<br>STATEMENT |  | (PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.   |
| CONTENT<br>STATEMENT |  | (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.   |

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

| STRAND               |  | Writing: Text types, responding to reading, and research  |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                |
| CONTENT<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.   |
| CONTENT<br>STATEMENT |  | (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                                      |
| CONTENT<br>STATEMENT |  | (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. |

|                                |                      |  |
|--------------------------------|----------------------|--|
| CONTENT STATEMENT              |                      | (RW) Range of Writing: By the end of grade 12, 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, and audiences.           |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| CONTENT STATEMENT              |                      | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.           |
| CONTENT STATEMENT              |                      | (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |
| CONTENT STATEMENT              |                      | (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Language Domain</b>   |
| <b>STRAND</b>                  | <b>L.KL.11–12.2.</b> | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | C.                   | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Language Domain</b>   |
| <b>STRAND</b>                  | <b>L.VL.11–12.3.</b> | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | E.                   | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Reading Domain</b>  |

|        |                |  |
|--------|----------------|--|
| STRAND | 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. |
| STRAND | 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.   |
| STRAND | RI.PP.11–12.5. | Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.  |
| STRAND | RI.MF.11–12.6. | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).   |

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

|                   |               |   |
|-------------------|---------------|---|
| STRAND            | W.IW.11–12.2. | <b>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.</b> |
| CONTENT STATEMENT | 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.                                |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | F.            | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  |

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

|                   |               |  |
|-------------------|---------------|--|
| STRAND            | W.NW.11–12.3. | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b> |
| CONTENT STATEMENT | D.            | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.         |

**CONTENT  
AREA /  
STANDARD**

**Writing Domain**

|        |               |  |
|--------|---------------|--|
| STRAND | 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. |
|--------|---------------|--|

|        |               |   |
|--------|---------------|---|
| STRAND | 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.  |
| STRAND | 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). |
| STRAND | 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.  |

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

|                   |                |  |
|-------------------|----------------|--|
| STRAND            | 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.                         |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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. |

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

|        |                |  |
|--------|----------------|--|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.        |
| STRAND | 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. |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  |

Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

**New Jersey Student Learning Standards**

**Language Arts**

Grade 12 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD**

**Language Domain Anchor Statements**

|        |  |   |
|--------|--|---|
| STRAND |  | Language: System and structure, effective use, and vocabulary |
|--------|--|---|

|                                |                      |  |
|--------------------------------|----------------------|--|
| CONTENT STATEMENT              |                      | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.    |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Reading Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Reading: Text complexity and the growth of comprehension</b>  |
| CONTENT STATEMENT              |                      | (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CONTENT STATEMENT              |                      | (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT STATEMENT              |                      | (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Writing: Text types, responding to reading, and research</b>  |
| CONTENT STATEMENT              |                      | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                         |
| CONTENT STATEMENT              |                      | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT STATEMENT              |                      | (RW) Range of Writing: By the end of grade 12, 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, and audiences.                                 |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| CONTENT STATEMENT              |                      | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                 |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Language Domain</b>   |
| <b>STRAND</b>                  | <b>L.KL.11–12.2.</b> | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |



|                                |                        |   |
|--------------------------------|------------------------|---|
| CONTENT STATEMENT              | C.                     | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain</b> |   |
| <b>STRAND</b>                  | <b>L.VL.11–12.3.</b>   | <b>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.</b>  |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | E.                     | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain</b>  |   |
| STRAND                         | 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.  |
| STRAND                         | 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.                                       |
| STRAND                         | 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.  |
| STRAND                         | 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>  |   |
| <b>STRAND</b>                  | <b>W.IW.11–12.2.</b>   | <b>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.</b>   |
| CONTENT STATEMENT              | 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.                                  |
| CONTENT STATEMENT              | 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.  |

|                                |                                      |  |
|--------------------------------|--------------------------------------|--|
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | F.                                   | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |  |
| <b>STRAND</b>                  | <b>W.NW.11–12.3.</b>                 | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>   |
| CONTENT STATEMENT              | D.                                   | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |  |
| STRAND                         | 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. |
| STRAND                         | 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |
| <b>STRAND</b>                  | <b>SL.PE.11–12.1.</b>                | <b>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.</b>  |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | 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.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |
| STRAND                         | SL.ES.11–12.3.                       | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| STRAND                         | RH.6–8.1.                            | Cite specific textual evidence to support analysis of primary and secondary sources.   |
| STRAND                         | RH.6–8.2.                            | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  |

|        |            |   |
|--------|------------|---|
| STRAND | RH.6–8.7.  | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
| STRAND | RH.6–8.9.  | Analyze the relationship between a primary and secondary source on the same topic.  |
| STRAND | RH.6–8.10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.  |

Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

# New Jersey Student Learning Standards

## Language Arts

Grade 12 - Adopted: 2023

### CONTENT AREA / STANDARD

### Language Domain Anchor Statements

| STRAND               |  | Language: System and structure, effective use, and vocabulary   |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

### CONTENT AREA / STANDARD

### Writing Domain Anchor Statements

| STRAND               |  | Writing: Text types, responding to reading, and research   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| CONTENT<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT<br>STATEMENT |  | (RW) Range of Writing: By the end of grade 12, 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, and audiences.         |

### CONTENT AREA / STANDARD

### Speaking and Listening Anchor Statements

| STRAND               |  | Speaking and Listening: Flexible communication and collaboration   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

### CONTENT AREA / STANDARD

### Writing Domain

|                   |                      |   |
|-------------------|----------------------|---|
| <b>STRAND</b>     | <b>W.IW.11–12.2.</b> | <b>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.</b> |
| CONTENT STATEMENT | 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.                                |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | F.                   | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  |

**CONTENT AREA / STANDARD**

**Writing Domain**

|                   |                      |  |
|-------------------|----------------------|--|
| <b>STRAND</b>     | <b>W.NW.11–12.3.</b> | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b> |
| CONTENT STATEMENT | D.                   | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.         |

**CONTENT AREA / STANDARD**

**Writing Domain**

|        |               |  |
|--------|---------------|--|
| STRAND | 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. |
| STRAND | 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.   |

**CONTENT AREA / STANDARD**

**Speaking and Listening Domain**

|                   |                       |  |
|-------------------|-----------------------|--|
| <b>STRAND</b>     | <b>SL.PE.11–12.1.</b> | <b>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.</b>                  |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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. |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |

Week 05: Practice Note Taking; Tools of Invention, p. 35-40

**New Jersey Student Learning Standards****Language Arts**

Grade 12 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

|                      |  |   |
|----------------------|--|---|
| STRAND               |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| CONTENT<br>STATEMENT |  | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

|                      |  |  |
|----------------------|--|--|
| STRAND               |  | <b>Writing: Text types, responding to reading, and research</b>  |
| CONTENT<br>STATEMENT |  | (AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   |
| CONTENT<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT<br>STATEMENT |  | (RW) Range of Writing: By the end of grade 12, 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, and audiences. |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

|                      |  |  |
|----------------------|--|--|
| STRAND               |  | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| CONTENT<br>STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| CONTENT<br>STATEMENT |  | (ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.   |

|                         |                |  |
|-------------------------|----------------|--|
| CONTENT STATEMENT       |                | (PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.   |
| CONTENT AREA / STANDARD |                | <b>Writing Domain</b>  |
| STRAND                  | W.AW.11–12.1.  | <b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>  |
| CONTENT STATEMENT       | A.             | Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.   |
| CONTENT STATEMENT       | B.             | Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.  |
| CONTENT STATEMENT       | C.             | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.   |
| CONTENT STATEMENT       | E.             | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |
| CONTENT AREA / STANDARD |                | <b>Writing Domain</b>  |
| STRAND                  | 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. |
| STRAND                  | 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.   |
| CONTENT AREA / STANDARD |                | <b>Speaking and Listening Domain</b>   |
| STRAND                  | SL.PE.11–12.1. | <b>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.</b>  |
| CONTENT STATEMENT       | 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.  |
| CONTENT STATEMENT       | 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.   |
| CONTENT AREA / STANDARD |                | <b>Speaking and Listening Domain</b>   |

|        |                |  |
|--------|----------------|--|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.        |
| STRAND | 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. |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  |

Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

## New Jersey Student Learning Standards

### Language Arts

Grade 12 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

|                   |  |  |
|-------------------|--|--|
| STRAND            |  | Writing: Text types, responding to reading, and research   |
| CONTENT STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |

#### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

|                   |  |  |
|-------------------|--|--|
| STRAND            |  | Speaking and Listening: Flexible communication and collaboration   |
| CONTENT STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

#### CONTENT AREA / STANDARD

#### Language Domain

|                   |               |   |
|-------------------|---------------|---|
| STRAND            | 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. |
| CONTENT STATEMENT | B.            | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |

#### CONTENT AREA / STANDARD

#### Writing Domain

|                   |               |  |
|-------------------|---------------|--|
| STRAND            | 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. |
| CONTENT STATEMENT | 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.                         |

|                                |                                      |  |
|--------------------------------|--------------------------------------|--|
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | D.                                   | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |  |
| <b>STRAND</b>                  | <b>W.NW.11–12.3.</b>                 | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>   |
| CONTENT STATEMENT              | B.                                   | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.   |
| CONTENT STATEMENT              | D.                                   | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |  |
| <b>STRAND</b>                  | <b>W.WP.11–12.4.</b>                 | <b>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.</b>                    |
| <b>STRAND</b>                  | <b>W.SE.11–12.6.</b>                 | <b>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).</b> |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |
| <b>STRAND</b>                  | <b>SL.PE.11–12.1.</b>                | <b>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.</b>  |
| CONTENT STATEMENT              | 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |
| <b>STRAND</b>                  | <b>RH.6–8.7.</b>                     | <b>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</b>   |

Week 07: Practice Note Taking; Inventive Writing, p. 53-60



## Language Arts

Grade 12 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

| STRAND |  | Language: System and structure, effective use, and vocabulary |
|--------|--|---|
|--------|--|---|

CONTENT  
STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

| STRAND |  | Writing: Text types, responding to reading, and research |
|--------|--|--|
|--------|--|--|

CONTENT  
STATEMENT

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CONTENT  
STATEMENT

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

CONTENT  
STATEMENT

(RW) Range of Writing: By the end of grade 12, 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, and audiences.

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

| STRAND |  | Speaking and Listening: Flexible communication and collaboration |
|--------|--|--|
|--------|--|--|

CONTENT  
STATEMENT

(PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CONTENT  
STATEMENT

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CONTENT  
STATEMENT

(PI) Present Information: By the end of grade 12, present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

### CONTENT AREA / STANDARD

#### Language Domain

| STRAND | 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. |
|--------|---------------|---|
|--------|---------------|---|

CONTENT  
STATEMENT

B.

Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

**CONTENT  
AREA /  
STANDARD****Writing Domain**

| STRAND            | 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. |
|-------------------|---------------|--|
| CONTENT STATEMENT | 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.                         |
| CONTENT STATEMENT | 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.   |
| CONTENT STATEMENT | 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.   |
| CONTENT STATEMENT | D.            | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  |
| CONTENT STATEMENT | F.            | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

| STRAND            | W.NW.11–12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
|-------------------|---------------|---|
| CONTENT STATEMENT | D.            | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|        |               |   |
|--------|---------------|---|
| STRAND | 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.                    |
| STRAND | 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). |
| STRAND | 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.  |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

|                         |                               |  |
|-------------------------|-------------------------------|--|
| STRAND                  | 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.                         |
| CONTENT STATEMENT       | 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.  |
| CONTENT STATEMENT       | 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. |
| CONTENT AREA / STANDARD | Speaking and Listening Domain |  |
| STRAND                  | SL.ES.11–12.3.                | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| STRAND                  | 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.   |
| STRAND                  | RH.6–8.7.                     | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  |

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

## New Jersey Student Learning Standards

### Language Arts

#### Grade 12 - Adopted: 2023

#### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

|        |   |
|--------|---|
| STRAND | Language: System and structure, effective use, and vocabulary |
|--------|---|

#### CONTENT STATEMENT

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

#### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

|        |  |
|--------|--|
| STRAND | Reading: Text complexity and the growth of comprehension |
|--------|--|

#### CONTENT STATEMENT

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

#### CONTENT STATEMENT

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

#### CONTENT STATEMENT

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

| STRAND               |  | Writing: Text types, responding to reading, and research  |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                |
| CONTENT<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.   |
| CONTENT<br>STATEMENT |  | (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. |
| CONTENT<br>STATEMENT |  | (RW) Range of Writing: By the end of grade 12, 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, and audiences.  |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

| STRAND               |  | Speaking and Listening: Flexible communication and collaboration   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND               | L.KL.11–<br>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. |
|----------------------|-------------------|---|
| CONTENT<br>STATEMENT | 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.          |
| CONTENT<br>STATEMENT | B.                | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |
| CONTENT<br>STATEMENT | C.                | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND               | L.VL.11–<br>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. |
|----------------------|-------------------|---|
| CONTENT<br>STATEMENT | 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.                                      |

|                                |                       |   |
|--------------------------------|-----------------------|---|
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | E.                    | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |
| <b>CONTENT AREA / STANDARD</b> | <b>Reading Domain</b> |   |
| STRAND                         | 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.  |
| STRAND                         | 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.                                     |
| STRAND                         | 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| STRAND                         | W.IW.11–12.2.         | <b>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.</b> |
| CONTENT STATEMENT              | 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.                                |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | F.                    | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |
| STRAND                         | W.NW.11–12.3.         | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>  |
| CONTENT STATEMENT              | D.                    | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b> |   |

|        |               |   |
|--------|---------------|---|
| STRAND | 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.                    |
| STRAND | 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.  |
| STRAND | 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). |
| STRAND | 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.  |

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

|                   |                |  |
|-------------------|----------------|--|
| STRAND            | SL.PE.11–12.1. | <b>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.</b>                  |
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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. |

**CONTENT  
AREA /  
STANDARD**

**Speaking and Listening Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| STRAND | RH.6–8.1.      | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |
| STRAND | RH.6–8.10.     | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.  |

Week 09: Academic Research Bases, Citations Using APA Style, p. 79-84

## Language Arts

Grade 12 - Adopted: 2023

### CONTENT AREA / STANDARD

#### Language Domain Anchor Statements

| STRAND               |  | Language: System and structure, effective use, and vocabulary   |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

### CONTENT AREA / STANDARD

#### Reading Domain Anchor Statements

| STRAND               |  | Reading: Text complexity and the growth of comprehension   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words. |

### CONTENT AREA / STANDARD

#### Writing Domain Anchor Statements

| STRAND               |  | Writing: Text types, responding to reading, and research  |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                |
| CONTENT<br>STATEMENT |  | (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                                      |
| CONTENT<br>STATEMENT |  | (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. |
| CONTENT<br>STATEMENT |  | (RW) Range of Writing: By the end of grade 12, 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, and audiences.  |

### CONTENT AREA / STANDARD

#### Speaking and Listening Anchor Statements

| STRAND               |  | Speaking and Listening: Flexible communication and collaboration   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| CONTENT<br>STATEMENT |  | (UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.   |

**CONTENT  
AREA /  
STANDARD****Reading Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | RI.MF.11–12.6. | Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).  |
| STRAND | RL.CT.11–12.8. | Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|                   |               |   |
|-------------------|---------------|---|
| STRAND            | W.IW.11–12.2. | <b>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.</b> |
| CONTENT STATEMENT | 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.  |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|                   |               |  |
|-------------------|---------------|--|
| STRAND            | W.NW.11–12.3. | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b> |
| CONTENT STATEMENT | B.            | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.       |
| CONTENT STATEMENT | D.            | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.         |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|        |               |   |
|--------|---------------|---|
| STRAND | 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.                    |
| STRAND | 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.  |
| STRAND | 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). |



|                                |                                      |  |
|--------------------------------|--------------------------------------|--|
| STRAND                         | 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. |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |

|        |                |  |
|--------|----------------|--|
| STRAND | 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. |
|--------|----------------|--|

|                   |    |   |
|-------------------|----|---|
| CONTENT STATEMENT | 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. |
|-------------------|----|---|

|                   |    |  |
|-------------------|----|--|
| CONTENT STATEMENT | 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. |
|-------------------|----|--|

|                                |                                      |  |
|--------------------------------|--------------------------------------|--|
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |  |
|--------------------------------|--------------------------------------|--|

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
|--------|----------------|---|

|        |           |  |
|--------|-----------|--|
| STRAND | RH.6–8.1. | Cite specific textual evidence to support analysis of primary and secondary sources. |
|--------|-----------|--|

|        |           |   |
|--------|-----------|---|
| STRAND | RH.6–8.3. | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
|--------|-----------|---|

|        |           |   |
|--------|-----------|---|
| STRAND | RH.6–8.7. | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. |
|--------|-----------|---|

|        |            |  |
|--------|------------|--|
| STRAND | RH.6–8.10. | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8. |
|--------|------------|--|

Week 10: Thesis Statement; Abstract, p. 84-98

## New Jersey Student Learning Standards

### Language Arts

#### Grade 12 - Adopted: 2023

|                                |  |  |
|--------------------------------|--|--|
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain Anchor Statements</b> |  |
|--------------------------------|--|--|

|        |  |   |
|--------|--|---|
| STRAND |  | Language: System and structure, effective use, and vocabulary |
|--------|--|---|

|                   |   |  |
|-------------------|---|--|
| CONTENT STATEMENT | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |  |
|-------------------|---|--|

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

| STRAND               |  | Writing: Text types, responding to reading, and research  |
|----------------------|--|---|
| CONTENT<br>STATEMENT |  | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                                |
| CONTENT<br>STATEMENT |  | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.   |
| CONTENT<br>STATEMENT |  | (WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.                                      |
| CONTENT<br>STATEMENT |  | (SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism. |
| CONTENT<br>STATEMENT |  | (RW) Range of Writing: By the end of grade 12, 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, and audiences.  |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Anchor Statements**

| STRAND               |  | Speaking and Listening: Flexible communication and collaboration   |
|----------------------|--|--|
| CONTENT<br>STATEMENT |  | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND               | L.KL.11–<br>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. |
|----------------------|-------------------|---|
| CONTENT<br>STATEMENT | B.                | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |

**CONTENT  
AREA /  
STANDARD****Reading Domain**

|        |                    |   |
|--------|--------------------|---|
| STRAND | RL.CT.11<br>–12.8. | Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |
|--------|--------------------|---|

**CONTENT  
AREA /  
STANDARD****Writing Domain**

| STRAND            | 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. |
|-------------------|---------------|--|
| CONTENT STATEMENT | 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.                         |
| CONTENT STATEMENT | 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.   |
| CONTENT STATEMENT | 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.   |
| CONTENT STATEMENT | F.            | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).   |

**CONTENT AREA / STANDARD**

**Writing Domain**

| STRAND            | W.NW.11–12.3. | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |
|-------------------|---------------|--|
| CONTENT STATEMENT | B.            | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| CONTENT STATEMENT | D.            | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.   |

**CONTENT AREA / STANDARD**

**Writing Domain**

|        |               |   |
|--------|---------------|---|
| STRAND | 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.                    |
| STRAND | 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.  |
| STRAND | 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). |
| STRAND | 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.  |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

| STRAND            | 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.                         |
|-------------------|----------------|--|
| CONTENT STATEMENT | 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.  |
| CONTENT STATEMENT | 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. |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| STRAND | RH.6–8.1.      | Cite specific textual evidence to support analysis of primary and secondary sources.  |
| STRAND | RH.6–8.3.      | Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).                 |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |
| STRAND | RH.6–8.10.     | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.  |

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

**New Jersey Student Learning Standards****Language Arts**

Grade 12 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

| STRAND            | Language: System and structure, effective use, and vocabulary   |
|-------------------|---|
| CONTENT STATEMENT | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

| STRAND | Reading: Text complexity and the growth of comprehension |
|--------|--|
|--------|--|

|                                |                      |  |
|--------------------------------|----------------------|--|
| CONTENT STATEMENT              |                      | (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CONTENT STATEMENT              |                      | (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT STATEMENT              |                      | (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Writing Domain Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Writing: Text types, responding to reading, and research</b>  |
| CONTENT STATEMENT              |                      | (IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.                         |
| CONTENT STATEMENT              |                      | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT STATEMENT              |                      | (RW) Range of Writing: By the end of grade 12, 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, and audiences.                                 |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Speaking and Listening Anchor Statements</b>  |
| <b>STRAND</b>                  |                      | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| CONTENT STATEMENT              |                      | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.                                 |
| CONTENT STATEMENT              |                      | (II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| <b>CONTENT AREA / STANDARD</b> |                      | <b>Language Domain</b>   |
| <b>STRAND</b>                  | <b>L.KL.11–12.2.</b> | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | B.                   | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.  |
| CONTENT STATEMENT              | C.                   | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND            | 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. |
|-------------------|---------------|---|
| CONTENT STATEMENT | 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.                                      |
| CONTENT STATEMENT | 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.   |
| CONTENT STATEMENT | E.            | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).   |

**CONTENT  
AREA /  
STANDARD****Language Domain**

| STRAND            | L.VI.11–12.4. | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.     |
|-------------------|---------------|---|
| CONTENT STATEMENT | D.            | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful. |

**CONTENT  
AREA /  
STANDARD****Reading Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | 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.    |
| STRAND | 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.  |
| STRAND | 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).   |
| STRAND | RL.CT.11–12.8. | Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|        |               |  |
|--------|---------------|--|
| STRAND | 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. |
|--------|---------------|--|

|                                |                                      |   |
|--------------------------------|--------------------------------------|---|
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | F.                                   | Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |   |
| <b>STRAND</b>                  | <b>W.NW.11–12.3.</b>                 | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>  |
| CONTENT STATEMENT              | D.                                   | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Writing Domain</b>                |   |
| STRAND                         | 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.                    |
| STRAND                         | 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). |
| STRAND                         | 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.  |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Domain</b> |   |
| <b>STRAND</b>                  | <b>SL.PE.11–12.1.</b>                | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | 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.  |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

**New Jersey Student Learning Standards****Language Arts**

Grade 12 - Adopted: 2023

**CONTENT  
AREA /  
STANDARD****Language Domain Anchor Statements**

|                      |  |   |
|----------------------|--|---|
| STRAND               |  | <b>Language: System and structure, effective use, and vocabulary</b>  |
| CONTENT<br>STATEMENT |  | (KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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. |

**CONTENT  
AREA /  
STANDARD****Reading Domain Anchor Statements**

|                      |  |  |
|----------------------|--|--|
| STRAND               |  | <b>Reading: Text complexity and the growth of comprehension</b>  |
| CONTENT<br>STATEMENT |  | (CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| CONTENT<br>STATEMENT |  | (CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.   |
| CONTENT<br>STATEMENT |  | (IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.  |
| CONTENT<br>STATEMENT |  | (CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.   |

**CONTENT  
AREA /  
STANDARD****Writing Domain Anchor Statements**

|                      |  |   |
|----------------------|--|---|
| STRAND               |  | <b>Writing: Text types, responding to reading, and research</b>   |
| CONTENT<br>STATEMENT |  | (NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |



|                                |   |  |
|--------------------------------|---|--|
| CONTENT STATEMENT              |   | (WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.  |
| CONTENT STATEMENT              |   | (RW) Range of Writing: By the end of grade 12, 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, and audiences. |
| <b>CONTENT AREA / STANDARD</b> | <b>Speaking and Listening Anchor Statements</b> |  |
| <b>STRAND</b>                  |   | <b>Speaking and Listening: Flexible communication and collaboration</b>  |
| CONTENT STATEMENT              |   | (PE) Participate Effectively: By the end of grade 12, prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain</b>                          |  |
| <b>STRAND</b>                  | <b>L.KL.11–12.2.</b>                            | <b>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.</b>   |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | C.  | Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.   |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain</b>                          |  |
| <b>STRAND</b>                  | <b>L.VL.11–12.3.</b>                            | <b>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.</b>                                 |
| CONTENT STATEMENT              | 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.   |
| CONTENT STATEMENT              | 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.  |
| CONTENT STATEMENT              | E.  | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  |
| <b>CONTENT AREA / STANDARD</b> | <b>Language Domain</b>                          |  |
| <b>STRAND</b>                  | <b>L.VI.11–12.4.</b>                            | <b>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</b>   |
| CONTENT STATEMENT              | D.  | Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.  |

**CONTENT  
AREA /  
STANDARD****Reading Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | 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.  |
| STRAND | 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.   |
| STRAND | 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.  |
| STRAND | RL.PP.11–12.5. | Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).   |
| STRAND | RL.CT.11–12.8. | Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics. |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|                   |               |   |
|-------------------|---------------|---|
| STRAND            | W.NW.11–12.3. | <b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>  |
| CONTENT STATEMENT | A.            | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| CONTENT STATEMENT | C.            | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).                                   |
| CONTENT STATEMENT | D.            | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  |

**CONTENT  
AREA /  
STANDARD****Writing Domain**

|        |               |  |
|--------|---------------|--|
| STRAND | 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. |
| STRAND | 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.   |

**CONTENT  
AREA /  
STANDARD****Speaking and Listening Domain**

|        |                |  |
|--------|----------------|--|
| STRAND | 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. |
|--------|----------------|--|

CONTENT  
STATEMENT

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.

CONTENT  
AREA /  
STANDARD

**Speaking and Listening Domain**

|        |                |   |
|--------|----------------|---|
| STRAND | SL.ES.11–12.3. | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| STRAND | RH.6–8.7.      | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.   |
| STRAND | RH.6–8.10.     | By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8.  |