

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

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Grade 11-12 – Unit 3: Research

Rationale

In this unit, students will extend their knowledge and research skills established in Unit 2 to produce a thorough, long-term research project. The unit emphasizes reading information and media literacy to build students understanding of identifying bias and evaluating sources. Topics and products can be determined by the needs and purposes of districts statewide (including many of the possible products listed in Unit 2). To inform the product, students will read/analyze models in the genre in which they are writing, read informational texts, and discuss their questions/findings to inform their writing.

Grade 11-12 – Unit 3, Module A

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| RI.11-12.3. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. | <ul style="list-style-type: none"> ▪ a complex set of ideas or sequence of events can be analyzed ▪ individuals, ideas, or events interact and develop over the course of the text ▪ explain how ideas, individuals or events interact and develop over the course of the text |
| RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | <ul style="list-style-type: none"> ▪ an author uses and refines the meaning of key term(s) over the course of text ▪ determine figurative, connotative, and technical meaning of words in a text ▪ analyze how an author uses and refines the meanings of key term(s) over the course of the text |
| RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. | <ul style="list-style-type: none"> ▪ multiple sources of information presented in different media or formats can be integrated to address a question or solve a problem ▪ multiple sources of information presented in different media or formats can be evaluated to address a question or solve a problem ▪ evaluate multiple sources of information presented in different mediums or formats (e.g. visually or quantitatively) ▪ integrate information presented in different mediums or formats as a way to address a question or solve a problem |

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| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| <p>L.11-12.3. 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.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> | <ul style="list-style-type: none"> ▪ syntax can be varied for effect ▪ an understanding of syntax can be applied when studying complex ▪ texts vary syntax for effect and to apply an understanding of syntax to the study of complex texts |
| <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> | <ul style="list-style-type: none"> ▪ analyze the nuances in the meanings of words with similar denotations |

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

Grade 11-12 – Unit 3, Module B

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. | <ul style="list-style-type: none">▪ arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)▪ arguments include an analysis of substantive topics or texts |

New Jersey Student Learning Standards for English Language Arts and Student Learning Objectives

| Standard | Student Learning Objectives We are learning to... / We are learning that... |
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| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> | <ul style="list-style-type: none"> ▪ introduce precise and knowledgeable claims to establish the significance of the claim in argumentative writing ▪ distinguish the claim(s) from alternate and opposing claims in argumentative writing ▪ logically organize and sequence claim(s), counterclaim(s), reason(s), and evidence in argumentative writing ▪ the logical organization of claims and counterclaims will impact the reader’s understanding of the writer’s purpose |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> | <ul style="list-style-type: none"> ▪ avoid common logical fallacies in argumentative writing ▪ develop claim(s) and counterclaim(s) by using sound reasoning and thoroughly supplying the most relevant evidence for each in argumentative writing ▪ identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases in argumentative writing |

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| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>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.</p> | <ul style="list-style-type: none"> ▪ 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 |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> | <ul style="list-style-type: none"> ▪ establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) ▪ attend to the norms and conventions of the discipline in which they are writing |
| <p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> | <ul style="list-style-type: none"> ▪ provide a concluding paragraph or section that supports the argument presented ▪ articulate implications or the significance of the topic |
| <p>W.11-12.7. 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.</p> | <ul style="list-style-type: none"> ▪ synthesize multiple sources on the subject to demonstrate understanding of the subject |

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| W.11-12.8. 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). | <ul style="list-style-type: none"> ▪ use advanced searches effectively |
| SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. | <ul style="list-style-type: none"> ▪ strategic use of digital media can enhance findings, reasoning, and evidence, and add interest in presentations ▪ strategically use digital media to add interest to presentations |
| L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. | <ul style="list-style-type: none"> ▪ observe hyphenation conventions |
| L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | <ul style="list-style-type: none"> ▪ 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 |