

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

Issued by the New Jersey Department of Education – Updated August 2019

## *Grades 11-12 – Unit 4: Informative / Explanatory Writing*

### **Rationale**

This unit focuses on analysis through argument and informative/explanatory writing. Depending on the needs and purposes of districts statewide, students will analyze literature, informational texts or media to strengthen critical thinking and media literacy skills needed for college and career readiness. To inform the product, students will discuss their questions/findings. By the end of the year, students should be reading texts at grade-level.

### *Grade 11-12 – Unit 4, Module A*

<b>Standard</b>	<b>Student Learning Objectives</b> <b>We are learning to... / We are learning that...</b>
<b>RL.11-12.2.</b> Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	<ul style="list-style-type: none"><li>▪ two or more themes interact and build upon one another in a text</li><li>▪ two or more themes interact and build on one another to produce a complex text</li><li>▪ determine two or more themes or central ideas of a text</li><li>▪ analyze two or more themes or central ideas as they develop over the course of the text</li><li>▪ provide an objective summary of the text</li></ul>
<b>RI.11-12.2.</b> 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"><li>▪ there may be more than one central idea of a text</li><li>▪ identify more than one central idea of a text and analyze how these ideas interact throughout the text</li><li>▪ analyze the development of central ideas and how they interact</li><li>▪ provide an objective summary</li></ul>
<b>RI.11-12.3.</b> 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"><li>▪ analyze complex ideas of a text</li><li>▪ analyze a sequence of events in a text</li></ul>

## 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...
<b>RI.11-12.5.</b> Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<ul style="list-style-type: none"> <li>▪ we can evaluate the effectiveness of author’s structure in exposition or argument</li> <li>▪ evaluate effectiveness of author’s structure.</li> <li>▪ determine whether structure clarifies, convinces, or engages the audience</li> </ul>
<b>RI.11-12.6.</b> Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	<ul style="list-style-type: none"> <li>▪ an author’s style, content and use of effective rhetoric can contribute to the power, persuasiveness, and beauty of the text</li> <li>▪ determine the author’s point-of-view and purpose in particularly effective text</li> <li>▪ analyze how the author’s style and content contribute to the power, persuasiveness or beauty of the text</li> </ul>
<b>RI.11-12.8.</b> Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	<ul style="list-style-type: none"> <li>▪ we can describe the reasoning within the premises, purposes, and arguments in works of public advocacy</li> <li>▪ certain U.S. and global texts are seminal</li> <li>▪ we can evaluate the reasoning within the premises, purposes and arguments in seminal U.S. and global texts</li> <li>▪ describe the reasoning in seminal U.S. texts and global texts including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</li> <li>▪ evaluate the path of reasoning in seminal U.S. texts and global texts include the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy</li> </ul>

## 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...
<b>RI.11-12.9.</b> 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 primary source documents relevant to U.S. and/or global history.	<ul style="list-style-type: none"> <li>▪ certain historical and literary documents are significant for their themes, purposes, and rhetorical features</li> <li>▪ analyze documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history</li> <li>▪ reflect on documents of historical and literary significance for their themes, purposes and rhetorical features including primary source documents relevant to U.S. and/or global history</li> </ul>
<b>SL.11-12.3.</b> 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.	<ul style="list-style-type: none"> <li>▪ evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric</li> <li>▪ assess the speakers, stance, premises, links among ideas, word choice, points of emphasis, and tone</li> </ul>
<b>L.11-12.6.</b> 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"> <li>▪ independently gather vocabulary knowledge when considering a word or phrase important to comprehension or expression</li> </ul>

### Grade 11-12 – Unit 4, Module B

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

## 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...
<b>W.11-12.2.</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	<ul style="list-style-type: none"> <li>▪ informative and explanatory texts examine and convey complex ideas, concepts, and information through the effective selection, organization and analysis of content</li> </ul>
<b>W.11-12.8.</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).	<ul style="list-style-type: none"> <li>▪ gather relevant information from multiple sources requires effective search techniques and selectivity</li> <li>▪ gather relevant information from multiple authoritative print and digital sources</li> <li>▪ assess the validity of each source relative to the task, purpose and audience</li> </ul>
<b>SL.11-12.5.</b> 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"> <li>▪ strategically use digital media in presentations to enhance understanding of findings, reasoning, and evidence</li> </ul>