



Glassboro Public Schools
Office of Curriculum and Instruction

Instructional Unit Map

Course Title: English IV

Teacher(s):	Thomas Struck; Andrew Pancoast	Start Date:	
Unit Title and Sequence:	Unit 3 Grade 12: <i>Lord of the Flies</i> by William Golding	Length of Unit:	9 weeks
Content Standards (with codes) – What do we want them to know, understand, & do?	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.</p> <p>B. Observe hyphenation conventions.</p> <p>C. Recognize spelling conventions.</p> <p>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.</p> <p>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.</p> <p>B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>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,</p>	Essential Questions	<p>At what point do children lose innocence?</p> <p>What is mob mentality? How do people make poor or unwise decisions when in large groups?</p> <p>Are good and evil inherent? Are they as simple as black and white?</p> <p>How does belief in the supernatural impact human actions?</p>

	<p>including technical meanings, choosing flexibly from a range of strategies.</p> <p>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.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>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.</p> <p>D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>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).</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.</p> <p>D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.</p> <p>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.</p>	
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	<p>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.</p> <p>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).</p> <p>RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>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).</p> <p>RL.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 author’s message).</p> <p>RL.CT.11–12.8. Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of</p>	
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>RI.TS.11–12.4. Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p> <p>RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of</p>	
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	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>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</p>	
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	<p>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.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the</p>		
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	<p>topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>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.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>		
Summative Assessment(s) <i>(identify as secondary/primary)</i> <i>– How will we know they have gained the knowledge & skills?</i>	<p>End of Unit Writing Task: In a five-paragraph essay, citing specific textual evidence, analyze how Golding uses symbolism and character development to convey his central message about human nature.</p> <p>CSA Assessment: Unit test</p>		
Unit Pre-assessment(s) – <i>What do they know prior?</i>	<p>The Fall MAP Benchmark and Winter MAP Benchmark will be used to assess prior learning.</p>		
Pre-requisite Skills – <i>What hurdles may exist for some students?</i>	<ul style="list-style-type: none"> • Some understanding of World War II and the Cold War • Understanding of basic governing structures, including, but not limited to, democracy, authoritarianism, anarchy • Familiarity with basic psychological concepts • Ability to understand symbolism and complex themes 		

Instructional/Assessment Scaffolds <i>(Modifications /Accommodations) – planned for prior to instruction</i>	English Language Learners	Special Education Students	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none">• Activities that assist with comprehension and understanding will be used for English Language Learners	<ul style="list-style-type: none">• Modify assignments to reflect ability and interest• Modify writing assignments to lessen intensity• Substitute materials with lower reading levels• Provide printed notes	<ul style="list-style-type: none">• Provide models• Provide printed notes• Modify assignments to reflect ability and interest• Modify writing assignments to lessen intensity• Substitute materials with lower reading levels	<ul style="list-style-type: none">• Provide additional texts• Provide additional open-ended questioning and writing assignments (Honors class)• Provide time for free reading and study of student-selected texts
Differentiated Instructional Methods: <i>(Multiple means for students to access content and multiple modes for student to express understanding.)</i>	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	Students will use the Learning Management System, Schoology, to access their materials. Their assignments and the associated texts will be uploaded to the platform.		Students have various opportunities to demonstrate understanding through journal writing and open-ended responses.	
Integration of Technology	This unit is delivered to the students using Schoology, the district's Learning Management System. The students will access the unit’s assignments using their district laptops. The unit also includes digital texts and printed/digital notes.			
Cross-curricular Standards	6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.	21st Century Themes	Student collaboration will be utilized to promote problem-solving initiatives reflective of the unit content, but applicable to the 21st century (globalism, human rights, use of propaganda to promote political agenda, and the spread of information/misinformation through media).	

Instructional Learning Plan						
Timeframe & Dates	Learning Goal(s) (<i>Attach corresponding standards</i>)	Learning Objective(s) (<i>in order in which they are taught</i>)	Instructional Strategies/Student Activities	Formative Assessments	Resources	Reflections
Week 1	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.	<ul style="list-style-type: none"> Students will understand the historical and political context of WWII and how it informs 	Day 1: Lecture on post-WWII society; guided notes Day 2: Introductory videos/lecture on William Golding;	Anticipation guide responses Quiz on notes Text-dependent questions	Youtube videos: https://www.youtube.com/watch?v=ZEIRmEkWIpA https://www.youtube.com/watch?v=NnnZ6y1HPqI	TBD

<p>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.</p> <p>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.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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</p>	<p>the novel’s setting and themes.</p> <ul style="list-style-type: none"> Students will define/identify themes and concepts such as “civilization vs. savagery” and “loss of innocence.” Students will explore themes of blind conformity and mob mentality in a short story. 	<p>Guided notes</p> <p>Day 3: Students will read the short story “The Lottery” by Shirley Jackson.</p> <p>Day 4: Conclude “The Lottery;” discussion and text-dependent questions</p> <p>Day 5: Anticipation guide: respond to provocative statements related to themes in <i>Lord of the Flies</i>.</p>	<p>1. During and after World War II, what types of power struggles occurred? How did seemingly advanced civilizations descend into savagery?</p> <p>2. Compare and contrast the symbols of civilization and symbols of savagery in “The Lottery.”</p>	<p>“The Lottery” by Shirley Jackson</p> <p><i>Lord of the Flies</i> by William Golding</p>	
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<p>explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. 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. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.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,</p>						
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	<p>word choice, points of emphasis, and tone used.</p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>					
Week 2	<p>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.</p> <p>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</p>	<ul style="list-style-type: none"> Analyze how Golding introduces characters and conflict. Evaluate leadership dynamics and symbols. 	<p>Read and annotate Chapters 1-2.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> First description of the island and “the scar” Introduction of Ralph, Piggy, and the conch Jack’s hesitation to kill <p>Day 2: Key passages</p> <ul style="list-style-type: none"> Ralph’s election as chief 	<p>Reading quizzes</p> <p>Text-dependent questions</p> <p>Character chart</p> <p>After reading Chapter 2 independently, students will choose and respond to one of the following questions:</p> <p>1. How do Piggy and Jack clash? What seems to be their primary means of ‘winning’ an argument or gaining attention?</p>	<i>Lord of the Flies</i> by William Golding	TBD

	<p>fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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. RL.CI.11–12.2. Determine two or more themes of a</p>		<ul style="list-style-type: none"> - Jack's reaction to the election - Boys' exploration of the island <p>Day 3: Key passages</p> <ul style="list-style-type: none"> - The first assembly and introduction of rules - The “beastie” and the littlun’s fear - The fire building scene and its destruction <p>Day 4: Create a character chart Day 5: Class debate: Who should lead the boys?</p>	<p>2. Analyze primary characters (Ralph, Piggy, Jack) and their contributions to the advancement of the group. What does each bring or offer?</p> <p>3. How does the mention of a ‘beastie’ impact the group? Why is this significant?</p>		
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<p>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. RL.IT.11–12.3.</p> <p>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). SL.PE.11–12.1.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.ES.11–12.3.</p> <p>Evaluate a speaker’s point of view,</p>						
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	reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.					
Week 3	<p>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.</p> <p>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.</p> <p>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.</p>	<ul style="list-style-type: none"> Students will define “foreshadowing,” “irony,” and “symbolism,” and identify examples. Students will examine the breakdown of social order. Students will analyze narrative structure and point of view. 	<p>Read and annotate chapters 3-4.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> Jack hunting in the jungle Ralph and Jack argue over shelters vs. Hunting Simon’s retreat into the forest <p>Day 2: Key passages</p> <ul style="list-style-type: none"> Roger throwing stone near Henry Jack painting his face <p>Day 3: Key passages</p> <ul style="list-style-type: none"> The missed rescue opportunity Jack and Ralph fight over responsibility Jack hits Piggy; the group sides with Jack <p>Day 4: Key passages</p> <ul style="list-style-type: none"> Close reading: Piggy’s treatment by the group 	<p>Reading quizzes</p> <p>Text-dependent questions</p> <p>Character chart update</p> <p>After reading Chapter 4 independently, students will choose and respond to one of the following questions:</p> <p>1. How does the group both win and lose in the chapter? Who seems to be the primary force behind these two contrasting events?</p> <p>2. Again, Jack seems to be at odds with Ralph and Piggy. What is significant about this scene?</p> <p>3. How do the scenes with Maurice and Roger contribute to the conflict of the novel? How do their behaviors, especially when contrasted to their sense of</p>	<i>Lord of the Flies</i> by William Golding	TBD

	<p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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.</p> <p>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.</p> <p>RL.IT.11–12.3. Analyze the impact of the author's</p>		<ul style="list-style-type: none"> - Identify examples of irony, foreshadowing, and symbolism - Group discussion: How does power begin to shift? <p>Day 5: Text-dependent questions</p>	<p>morality, reflect the idea of civility versus barbarism or anarchy?</p>		
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	<p>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).</p> <p>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.</p> <p>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.</p>					
Week 4	L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective	<ul style="list-style-type: none"> Students will explore how fear manipulates behavior. 	<p>Read and annotate chapters 5-6.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> Ralph reflecting on 	<p>Reading quizzes</p> <p>Character chart update</p> <p>Text-dependent questions</p>	<i>Lord of the Flies</i> by William Golding	TBD

<p>choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>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.</p> <p>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.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to</p>	<p>the group’s disintegration</p> <ul style="list-style-type: none"> - Ralph’s speech at the assembly <p>Day 2: Key passages</p> <ul style="list-style-type: none"> - The littluns talk about the beast - Simon’s comment: “Maybe it’s only us.” - Jack rejecting the conch’s authority <p>Day 3: Key passages</p> <ul style="list-style-type: none"> - The dead parachutist landing - Samneric’s misidentification of the beast - Ralph’s internal thoughts about being chief <p>Day 4: Key passages</p> <ul style="list-style-type: none"> - The group’s exploration of the castle rock - Jack calling it a good place for a fort - Ralph feeling isolated and unsupported <p>Day 5:</p> <ul style="list-style-type: none"> - Text-dependent questions - Discussion: What does the 	<ul style="list-style-type: none"> • Students will identify examples of symbolism. 	<p>the group’s disintegration</p> <ul style="list-style-type: none"> - Ralph’s speech at the assembly <p>Day 2: Key passages</p> <ul style="list-style-type: none"> - The littluns talk about the beast - Simon’s comment: “Maybe it’s only us.” - Jack rejecting the conch’s authority <p>Day 3: Key passages</p> <ul style="list-style-type: none"> - The dead parachutist landing - Samneric’s misidentification of the beast - Ralph’s internal thoughts about being chief <p>Day 4: Key passages</p> <ul style="list-style-type: none"> - The group’s exploration of the castle rock - Jack calling it a good place for a fort - Ralph feeling isolated and unsupported <p>Day 5:</p> <ul style="list-style-type: none"> - Text-dependent questions - Discussion: What does the 	<p>Writing assignment: the beast’s symbolic meaning</p> <p>Quote analysis:</p> <ul style="list-style-type: none"> - “The world, that understandable and lawful world, was slipping away. Once there was this and that; and now-and the ship had gone” (91). - “What are we? Humans? Or animals? Or savages? What’s grownups going to think? Going off-hunting pigs-letting fires out-and now!” (91). - “We’re all drifting and things are going rotten. At home there was always a grownup. Please, sir; please, miss; and then 		
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	<p>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. 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. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RI.CI.11–12.2. Determine two or more central ideas of</p>		<p>beast represent?</p> <ul style="list-style-type: none"> - Discussion: How does the ignoring of Ralph’s orders continue to impact the boys on the island? 	<p>you got an answer. How I wish!”</p>		
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	<p>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. SL.PE.11–12.1.</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.ES.11–12.3.</p> <p>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.</p>					
Week 5	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.	<ul style="list-style-type: none"> Students will trace the character development of Jack and Ralph. 	<p>Read and annotate chapters 7-8.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> Ralph reflects on being dirty and his fading 	<p>Reading quizzes</p> <p>Text-dependent questions:</p> <p>1. Why did William Golding choose to include Ralph’s</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Film versions</p>	TBD

<p>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.</p> <p>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.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>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</p>	<ul style="list-style-type: none"> Students will analyze Golding’s use of diction and tone. 	<p>memory of home</p> <ul style="list-style-type: none"> The boys’ pig-hunting reenactment with Robert Ralph throws his spear for the first time <p>Day 2: Key passages</p> <ul style="list-style-type: none"> Climb up the mountain at night Description of the “beast” The boys’ panicked reaction and retreat <p>Day 3: Key passages</p> <ul style="list-style-type: none"> Jack tries to overthrow Ralph but fails, then leaves Piggy’s reaction and suggestions for rebuilding order Jack starts his own tribe and leads a successful hunt <p>Day 4: Key passages</p> <ul style="list-style-type: none"> The pig’s head on a stick – the Lord of the Flies Simon’s trance-like state and internal 	<p>daydream about the cottage and his time there? How does this contribute to the novel?</p> <p>2. What is the significance of the group “hunting” Robert? What is the significance of Ralph’s participation in it?</p> <p>3. What is your interpretation of the Beast and its correspondence with Simon? Is this a supernatural creature or a figment of his imagination?</p> <p>Venn diagram/Notes</p>		
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	<p>explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain. 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. 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). RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or</p>		<p>dialogue with the pig</p> <ul style="list-style-type: none"> - “Fancy thinking the beast was something you could hunt and kill!” <p>Day 5:</p> <ul style="list-style-type: none"> - Discussion: Compare and contrast Jack and Ralph. - Close re-reading and analysis of Simon’s dialogue with the pig - The class will watch film clips from both the 1963 and 1990 versions of the story and discuss interpretation. 			
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<p>end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. 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. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.ES.11–12.3. Evaluate a speaker’s</p>						
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	<p>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.</p> <p>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.</p> <p>SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p>					
Week 6	<p>L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.</p> <p>L.KL.11–12.2. Apply knowledge of</p>	<ul style="list-style-type: none"> Students will analyze the moral implications of Simon’s death. Students will evaluate Golding’s 	<p>Read and annotate chapters 9-10.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> Simon wakes up from his trance and discovers the truth about 	<p>Reading quizzes</p> <p>Text-dependent questions:</p> <p>1. Compare the killing of Simon to the killing of Pete Van Horn. How are the two deaths</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>Film versions</p> <p>“The Monsters Are Due on Maple Street” by Rod Serling text</p> <p>“The Monsters Are Due on Maple Street” <i>The Twilight Zone</i> episode</p>	TBD

	<p>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>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.</p> <p>L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.</p> <p>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</p>	<p>commentary on human nature.</p>	<p>the parachutist</p> <ul style="list-style-type: none"> - Simon's reaction and his decision to tell the others. - Quote analysis, "So they had shifted camp then, away from the beast. As Simon thought this, he turned to the poor broken thing that sat stinking by his side. The beast was harmless and horrible; and the news must reach the others as soon as possible." <p>Day 2: Key passages</p> <ul style="list-style-type: none"> - Jack's feast and growing power - The storm, the dance, and Simon's murder - The ocean carrying away Simon's body <p>Day 3: Key passages</p> <ul style="list-style-type: none"> - Ralph and Piggy discuss Simon's death; "It was 	<p>similar? Are they justifiable and forgivable?</p> <p>2. What is the significance of the Beast in relation to Simon?</p> <p>3. How does the role of the Beast in chapter 8 shift in chapter 9?</p> <p>4. What is the symbolism of the storm? How does it serve as both a symbol and as a plot device that drives the conflict?</p> <p>5. How does Jack's leadership differ from Ralph's? How does he use his dance and invocation of The Beast as a device to wield power?</p>		
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	<p>as interpretations of the text; this may include determining where the text leaves matters uncertain. 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. 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). RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a</p>		<p>an accident”; “We was on the outside.” - Samneric’s behavior We will continue watching film clips from both the 1963 and 1990 versions of the story and discuss interpretation. Day 4: Key passages - Jack establishes himself as a chief with threats and punishment - The raid and Piggy’s stolen glasses Day 5: - Read “The Monsters Are Due on Maple Street” and watch <i>The Twilight Zone</i> episode.</p>			
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	<p>comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact. RL.PP.11–12.5.</p> <p>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). RL.MF.11–12.6.</p> <p>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 author’s message). RL.CT.11–12.8.</p> <p>Demonstrate knowledge of analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of</p>					
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	<p>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. SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. SL.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. SL.PI.11–12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate</p>					
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	to task, purpose, and audience. SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate					
Week 7	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. L.VI.11–12.4. Demonstrate	<ul style="list-style-type: none"> Students will explore the resolution and allegorical meaning of the ending. Students will identify irony in the ending. Students will finalize character arc analysis. 	<p>Read and annotate chapters 11-12.</p> <p>Day 1: Key passages</p> <ul style="list-style-type: none"> Ralph and Piggy plan to confront Jack Piggy insists on using the conch and appealing to rules Samneric are captured at Castle Rock <p>Day 2: Key passages</p> <ul style="list-style-type: none"> Roger pushes the boulder; Piggy is killed; the conch is shattered; Ralph runs for his life Ralph hiding and talking to Samneric <p>Day 3: Key passages</p> <ul style="list-style-type: none"> The fire spreading as the boys hunt Ralph Ralph's confrontation 	<p>Reading quizzes</p> <p>Text-dependent questions:</p> <ol style="list-style-type: none"> Compare the change in leadership from Blackie to Trevor in “The Destructors” to the change in leadership from Ralph to Jack in <i>Lord of the Flies</i>. How does the group react to each? What makes the new leader one to follow? Analyze Roger and his role in Piggy's death. How has he transformed from a quiet, secondary character to a major antagonist? What is the significance of Ralph destroying the “Lord of the Flies” or the pig's head? Analyze the ending. How does the commanding officer react to the group? 	<p><i>Lord of the Flies</i> by William Golding</p> <p>“The Destructors” by Graham Greene</p>	TBD

	<p>understanding of figurative language, word relationships, and nuances in word meanings. 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. 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. RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas</p>		<p>with the naval officer</p> <ul style="list-style-type: none"> - Quote analysis, “Ralph wept for the end of innocence, the darkness of man’s heart, and the fall through the air of a true, wise friend called Piggy” (p. 202). <p>Day 4:</p> <ul style="list-style-type: none"> - Discussion: Is mankind inherently evil? - Text-dependent questions <p>Day 5:</p> <ul style="list-style-type: none"> - Read Graham Greene’s “The Destructors” 	<p>What is ironic about his reaction? What is ironic about the boys’ reactions, especially Jack’s?</p>		
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<p>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).</p> <p>RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.</p> <p>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).</p> <p>RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting</p>						
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	information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message). 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.					
Week 8	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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	<ul style="list-style-type: none"> Students will construct a first draft of a literary analysis essay with textual evidence. Students will formulate and arguable thesis statement Students will create a detailed outline 	Day 1: - Students will read an article about a real shipwreck, and compare the outcome to Golding’s novel. Discussion: What might this reveal to us about Golding’s conclusions?	Literary analysis, first draft Submission of thesis statement	<i>Lord of the Flies</i> by William Golding “The real ‘Lord of the Flies:’ what happened when 6 boys were shipwrecked for 15 months” Guardian article	TBD

	<p>comprehend more fully when reading or listening. 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. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they</p>	<ul style="list-style-type: none"> • Students will provide constructive peer feedback • Students will incorporate strong verbs, coherent sequencing, and cite strong evidence in their analysis. • Students will edit and proofread their work. • Students will analyze how a real-world event reflects or challenges Golding’s view of human nature • Students will evaluate whether the real-life scenario supports the novel’s themes 	<p>Day 2:</p> <ul style="list-style-type: none"> - Brainstorming and thesis development <p>Day 3:</p> <ul style="list-style-type: none"> - Outlining and gathering evidence <p>Day 4:</p> <ul style="list-style-type: none"> - Begin writing the first draft <p>Day 5:</p> <ul style="list-style-type: none"> - Continue writing first draft; peer editing and revision 			
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	<p>interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3.</p> <p>Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). RI.CR.11–12.1.</p> <p>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. RI.CI.11–12.2.</p> <p>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</p>					
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<p>interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RI.IT.11–12.3.</p> <p>Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop. RI.TS.11–12.4.</p> <p>Evaluate the author's choices concerning structure and the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. RI.PP.11–12.5.</p> <p>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. RI.CT.11–12.8.</p> <p>Analyze and reflect on (e.g., practical</p>						
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<p>knowledge, historical/cultural context, and background knowledge)</p> <p>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.</p> <p>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.</p> <p>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</p>						
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<p>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.</p> <p>W.WR.11–12.5.</p> <p>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> <p>W.SE.11–12.6.</p> <p>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</p>						
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	maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals). W.RW.11–12.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.					
Week 9	L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking. 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. RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a	<ul style="list-style-type: none"> Students will conclude a literary analysis. Students will extend and rework selected writing. Students will provide constructive peer feedback Students will edit and proofread their work. Students will analyze the psychological mechanisms demonstrated in an experiment 	<p>Day 1:</p> <ul style="list-style-type: none"> Continue peer editing and revisions <p>Day 2:</p> <ul style="list-style-type: none"> One-on-one writing conferences; revisions <p>Day 3:</p> <ul style="list-style-type: none"> One-on-one writing conferences; work on final draft <p>Day 4:</p> <ul style="list-style-type: none"> Submit final draft <p>Day 5:</p>	<p>Peer edits</p> <p>Literary analysis, final draft</p> <p>CommonLit packet questions</p>	<p><i>Lord of the Flies</i> by William Golding</p> <p>CommonLit: The Stanford Prison Experiment https://www.commonlit.org/en/texts/the-stanford-prison-experiment</p>	TBD

	<p>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. RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text. RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text. RL.IT.11–12.3. Analyze the impact of the author’s choices as they</p>	<ul style="list-style-type: none"> Students will discuss the implications of the “Stanford Prison Experiment” for understanding real-world issues 	<ul style="list-style-type: none"> Students will read a CommonLit article detailing the famous “Stanford Prison Experiment,” which sought to investigate the psychological effects of perceived power and the loss of individual morality under the pressures of conformity. 			
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	<p>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).</p> <p>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.</p> <p>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</p>					
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	<p>manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>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.</p> <p>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</p>					
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	<p>following a standard format for citation (MLA or APA Style Manuals).</p> <p>W.RW.11–12.7.</p> <p>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.</p>					
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