

Englewood Public School District

Physical Education

Grade 11

Unit 2: Basketball, Volleyball, and Lifetime Fitness

Overview: Through sports, such as basketball and volleyball, students will develop lifetime fitness habits. They will continue to develop their coordination and balance while demonstrating team work. Students must communicate and cooperative with peers while they continue to develop their physical skills.

Time Frame: One Marking Period

Enduring Understandings:

Body awareness and coordination are necessary components of a fit individual.

Balance, coordination, and flexibility are key components of basketball concepts.

Basketball and related activities can affect and benefit the overall health of an individual.

Understanding how volleyball can affect and benefit the overall health of an individual.

Essential Questions:

How can basketball increase the fitness level of each individual?

Which components of fitness does basketball implement?

What do balance, coordination, and flexibility have to do with the concepts and performance of basketball?

What components of fitness does ultimate volleyball encompass?

What do balance, coordination and flexibility have to do with the concepts and performance of volleyball?

How can volleyball increase the fitness level of each individual?

Standards	Topics and Objectives	Activities	Resources	Assessments
<u>Comprehensive Health and Physical Education</u> 2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis,	Topics Basketball	Students will explore an online interactive exhibit about racism in professional sports team names. (NJSLs RI 11-12.2)	Equipment: <ul style="list-style-type: none"> • Basketballs • Pinies • Cones • Baskets • Polly spots 	Benchmark Assessment: <ul style="list-style-type: none"> • Common Formative Assessment
	Objectives Students will know and be able to: <ul style="list-style-type: none"> • Facilitate the learning of the rules, playing regulations, and 	Students will discuss in small groups citing from article. (NJSLs RI 11-12.1)	Interactive Exhibit about Racism in sports team's names: https://nationalpost.com/sports/from-indians-to-redskins-	Formative Assessment: <ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment • Teacher assessment-visual • Teacher assessment-verbal

badminton, ping pong, racquetball).

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.1

Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.1

Analyze the role, responsibilities, and preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

boundaries in the sport of basketball.

- Understand the different player positions on the court (ex. point guard, shooting guard, forward).
- Dribble a basketball correctly using both hands in a stationary position as well as while moving across the court with proper head and body position.
- Demonstrate the three types of passes used in basketball (ex. chest, bounce, overhead passes).
- Use proper form shooting from a stationary position.
- Demonstrate the understanding of the three basic shots in basketball (lay-up, foul shot, and jump shot).
- Demonstrate the proper defensive stance and position used in a variety of defenses.

Basketball Unit, Kelli McLarty, Gustavus Adolphus College

Basketball Showcase Unit Plan, Harper Creek High School, Brad Polnasek

- Rules
- Basketball Golf
- Backboard Pass
- King of the Hill
- Dot Drill Routine

Basketball Skills Unit, Cupertino High School

High School Physical Education Lesson Plans, Spark:

- This is How We Roll
- Basketball Practice Plan

Shooting, Basketball Lesson Plan, SCRIBD

Basketball Unit Plan, Hopton's Homeroom:

- Introduction
- Ball-Handling
- Passing
- Dribbling
- Shooting
- Offense
- Defense
- Basketball Game
- Skills Test

Students will write a reflection from the point of view of a Native American

fight-to-wipe-native-caricatures-from-pro-sports-hinges-on-law-money-and-courage

Basketball Unit, Kelli McLarty, Gustavus Adolphus College,
<http://homepages.gac.edu/~mwenstro/bballunit.pdf>.

Basketball Showcase Unit Plan, Harper Creek High School, Brad Polnasek
www.each.albion.edu/bpolnasek/files/2009/11/Basketball-Showcase-Unit-Plan.doc

Basketball Skills Unit, Cupertino High School
http://www.chs.fuhisd.org/cms/resources?d=x&folder_group_id=1313209788044&group_id=1313209788044&id=1319264968201

This is How We Roll, High School Physical Education Lesson Plans, Spark,
<http://www.sparkpe.org/physical-education/lesson-plans/high-school/>

Shooting, Basketball Lesson Plan, SCRIBD,
<https://www.scribd.com/doc/92754725/Basketball-Unit-2-Lesson-Plan-Intro-Shooting-Week-1>

Teacher Resources:

- Teacher observation of participation
- Teacher observation of skills performance
- Written and skills tests/quizzes
- Projects/class assignments

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

Lay-up Test Rubric, Cupertino High School, CA,
https://www.chs.fuhisd.org/cms/resources?d=x&folder_group_id=1313209788044&group_id=1313209788044&id=1319264968201

High School Basketball Skills Assessment, iRubric,
<https://www.rcampus.com/rubricshowc.cfm?code=CX78342&sp=yes&>

Basketball Shooting Peer Assessment, PE Central

2.5.12.C.2
Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

teenager. (NJSL S W.11-12.10)

High School Basketball Training and Skills Development with Moore Management & OC Pride,
<https://youtu.be/r0FvmstE6u8>

<http://www.pecentral.org/LessonIdeas/ViewLesson.asp?ID=1184#.WgyKYEdryX0>

Fabulous 15 Basketball Drills for All Ages, Teach Hoops,
<https://youtu.be/B1HGjkpyYfA>

Fitness Test for Basketball, Topend Sports
<http://www.topendsports.com/sport/basketball/testing.htm>

Basketball Unit Plan, Hopton's Homeroom
https://hoptonshomeroom.wikispaces.com/file/.../Basketball+Unit_Grade9_4+weeks.pdf

PE Games – Basketball Shooting Game – Hot Spots, The PE Specialist, Youtube,
https://youtu.be/xM_r3jNOyTQ

Secondary Lesson Plan, Mr. Mohlis, Youtube,
<https://youtu.be/mSuZ-pZmYUI>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lessonplans.theteacherscorner.net/pe
- www.lessonplanet.com

- Volleyballs
- Standards

<p>2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.2 Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.</p> <p>2.5.12.B.1 Demonstrate and assess tactical understanding by using appropriate and effective offensive, defensive, and cooperative strategies.</p> <p>2.5.12.B.2 Apply a variety of mental strategies to improve performance.</p> <p>2.5.12.B.3 Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.</p> <p>2.5.12.C.1 Analyze the role, responsibilities, and</p>	<p>Objectives</p> <p>Students will know and be able to:</p> <ul style="list-style-type: none"> • Perform fundamental skills such as bumping, setting, serving, and blocking. • Understand and implement basic offensive and defensive techniques, both as a team and as individuals. • Implement basic offensive and defensive positions on the court. • Implement basic scoring principles, rotation principles, rules and regulations, safety concerns and understand the penalties for violations of these rules. • Understand the dimensions of the playing court, boundaries and other areas of importance. • Identify potential risks and dangers associated with physical activity and describe how to minimize these risks. • Understand the importance of physical conditioning and its relationship to participation in the sport of volleyball. 	<p>Students will read an article about competitive sports in high school. They will discuss in small groups the author's point of view. (NJSLS RI.11-12.6)(NJSLS SL11-12.1)</p> <p>In their groups, students will then create a list of questions for an imagined interview with the player. (NJSLS W.11-12.10)</p> <p>Volleyball Unit Plan, Steven Baker, Livonia Public Schools, MI</p> <p>Serve, Then Defend, SPARK High School PE Lessons</p> <p>Foxtail Volleyball, Mike Bohannon, Great Activities, PE Matters!</p> <p>Volleyball Drills and Games, Schoolyard Specialty:</p> <ul style="list-style-type: none"> • Volley Tennis • Mini Volleyball • 3rd Hits a Charm • Royal Court Tournament <p>Volleyball Forearm Pass, PE Central</p> <p>Volleyball Tennis, PE Central</p>	<ul style="list-style-type: none"> • Nets • Cones/boundary lines <p>Student Text: Competitive Sports in High School https://newsela.com/read/club-sports/id/8385/</p> <p>Volleyball Unit Plan, Steven Baker, Livonia Public Schools, MI, https://msu.edu/~bakers12/Volleyball%20Unit%20Plan.html</p> <p>Serve, Then Defend, SPARK High School PE Lessons, http://www.sparkpe.org/physical-education/lesson-plans/high-school/</p> <p>Foxtail Volleyball, Mike Bohannon, Great Activities, PE Matters! https://greatactivitiesonline.com/foxtail-volleyball/</p> <p>Games, Schoolyard Specialty, http://blog.schoolspecialty.com/physical-education/volleyball-drills-and-games-for-students-from-k-12/</p> <p>Volleyball Forearm Pass, PE Central, http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=2941#.Wg2SeUdryX0</p> <p>Volleyball Tennis, PE Central http://www.pecentral.org/less</p>	<ul style="list-style-type: none"> • Common Formative Assessment <p>Formative Assessment:</p> <ul style="list-style-type: none"> • Prior knowledge assessment • Self-assessment • Peer assessment • Teacher assessment-visual • Teacher assessment-verbal • Teacher observation of participation • Teacher observation of skills performance • Written and skills tests/quizzes • Projects/class assignments <p>Summative:</p> <ul style="list-style-type: none"> • DMHS grading rubrics <p>Alternative:</p> <ul style="list-style-type: none"> • Projects/class assignments <p>Volleyball Set Pass Peer Assessment, PE Central Assessment, http://www.pecentral.org/less</p>
--	--	---	--	---

preparation of players, officials, trainers, and other participants and recommend strategies to improve their performance and behavior.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

Underhand Volleyball
Serving Skills, PE Central

Volleyball Lesson Plan,
Study.com

11th Grade Volleyball Unit
Plan, Luke Merrill,
Plymouth State University:

- Soccer Volleyball
- Juggle Juggle
- Warm Up Game

Volleyball Unit Plan,
Rowan University
Department of Health and
Exercise Science:

- Introduction
- Passing
- Blocking
- Spiking
- Team Juggle
- Exhibition Game

Volleyball Lessons,
Bethany Berger,
Phillipsburg-Osceola
Senior High

- Volleyball Lesson 1 -
Forearm Pass/Set
- Volleyball Lesson 3 –
Game Play-Using All
Hits
- Volleyball Lesson 4 –
Game Play Variations

[onideas/ViewLesson.asp?ID=8501#.Wg2S4kdryX0](http://www.essonideas.com/ViewLesson.asp?ID=8501#.Wg2S4kdryX0)

Volleyball Lesson Plan,
Study.com
<http://study.com/academy/popular/volleyball-lesson-plan.html>

11th Grade Volleyball Unit
Plan, Luke Merrill, Plymouth
State University:
www.plymouth.edu/eportfolio/artefact/file/download.php?file=149903&view...

Volleyball Unit Plan, Rowan
University Department of
Health and Exercise Science,
www.users.rowan.edu/~coluc19/unit.plan.volleyball.doc

Forearm Pass/Set, Bethany
Berger, Phillipsburg-Osceola
Senior High
<https://bethberger.weebly.com/lesson-plans.html>

Additional Websites:

- www.pecentral.org
- www.pelinks4u.org
- www.educationworld.com
- www.teachers.net
- www.lesson-plans.theteacherscorner.net/pe
- www.lessonplanet.com

[p?ID=1200#.Wg2SZkdryX0](http://www.essonideas.com/ViewLesson.asp?ID=1200#.Wg2SZkdryX0)

Volleyball Forearm Pass
Peer Assessment, PE
Central Assessment,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=1199#.Wg2SuEdryX0>

Volleyball/Net Skills
Quick Assessment, PE
Central Assessment,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=8023#.Wg2TCUdryX0>

Underhand Volleyball
Serving Skills, PE Central
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4580#.Wg2TZ0dryX0>

Volleyball Online Quiz,
PE Central,
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=4931#.Wg2TikdryX0>

- Hurdles
- Agility Ladder

- Common Formative Assessment

2.5.12.A.2

Analyze application of force and motion (weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

2.5.12.B.2

Apply a variety of mental strategies to improve performance.

2.5.12.B.3

Analyze factors that influence intrinsic and extrinsic motivation and employ techniques to enhance individual and team effectiveness.

2.5.12.C.2

Develop rule changes to existing games, sports, and activities that enhance safety and enjoyment.

2.6.12.A.2

Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principals. (FITT and additional training principles)

2.6.12.A.3

Determine the role of genetics, gender, age, nutrition, activity level,

Objectives

Students will be able to:

- Demonstrate an understanding of the components of cardiovascular fitness
- Demonstrate an understanding of the components of muscular strength
- Demonstrate an understanding of the components of muscular endurance
- Demonstrate an understanding of the components of flexibility
- Demonstrate an understanding of the components of core body strength
- Demonstrate an understanding of how proper nutrition, proper health habits affect overall fitness levels
- Demonstrate an understanding of proper safety measures associated with fitness training
- Demonstrate an understanding of proper warm up and cool down techniques and procedures.

Students will read an article about sugar consumption and it's effects. Students will summarize the information learned by creating an infographic.(NJSLS RI 11-12.2)(NJSLS W11-12.6)

Cardiovascular Fitness Activities:

- Lecture and Demonstration
- Warm Up
- Circuit Training
- Jump rope Training
- Interval Training
- Walking for fitness
- Heart Rate Training with Pulse Monitors
- Commercial aerobic activities (Tac-Bo, Power 90, etc.)
- Weight Training
- Speed and Agility Training
- Fitness Games
- Dance

Muscular Strength Activities:

- Warm up and Cool down
- Stretching
- Weight Lifting
- Stretch Cords
- Balance Pads
- Core body activities
- Body weight activities
- Circuit training
- Speed and agility training

- Floor hoops
- Medicine Balls
- Push-up mats
- Mats
- Running Man
- Exercise Dice
- FITT worksheets

Student Text:

Cutting sugar out of your diet
<https://newsela.com/read/dietary-guidelines/id/14040/>

Lifetime Fitness Activities, LiveStrong.com,
<https://www.livestrong.com/article/119292-lifetime-fitness-activities/>

Teacher Resources:

Educators Doing Their Best to Make Lifelong Fitness Appealing to PE Students, 40 Athletic Business,
<https://www.athleticbusiness.com/high-school/educators-doing-their-best-to-make-lifelong-fitness-appealing-to-pe-students.html>

10 Ideas to Improve Your School's PE Program, SPARK,
<http://www.sparkpe.org/blog/10-ideas-to-improve-your-schools-pe-program/>

New PE Trend Stresses Fitness and Fun, Education World,
http://www.educationworld.com/a_curr/curr346.shtml

Formative Assessment:

- Prior knowledge assessment
- Self-assessment
- Peer assessment
- Teacher assessment-visual
- Teacher assessment-verbal
- Teacher observation of participation
- Teacher observation of skills performance
- Written and skills tests/quizzes
- Projects/class assignments

Summative:

- DMHS grading rubrics

Alternative:

- Projects/class assignments

Lifetime Fitness Activity Log, OnlineHS.net,
http://www.onlinehs.net/pe/activity/ActivityLog_Rubric.pdf.

Lifetime Fitness Rubric, Freeman High School, WA,
<https://www.freemansd.org/site/Default.aspx?PageType=3&DomainID=87&PageID=521&ViewID=c9e0416e-f0e7-4626-aa7b->

and exercise type on body composition.

2.6.12.A.4

Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

- Isometric

Muscular Endurance

Activities:

- Stretching
- Calisthenics
- Lecture and Demonstration
- Warm up
- Circuit Training
- Jump Rope Training
- Interval Training
- Walking for fitness
- Commercial Aerobic Activities (ie. Tae-Bo, Power 90, etc.)
- Speed and Agility Training
- Fitness Games
- Dance
- Medicine Ball Activities
- Balance Pads
- Stretch Cords

Flexibility Activities:

- Warm up and Cool down
- Lecture and Demonstration
- Stretching
- Static Stretching
- Partner Stretching
- Medicine Balls
- Balance Pads
- Dance

Core Body Strength

Activities:

- Warm up and Cool down
- Lecture and Demonstration

[c14d59f72f85&FlexDataID=4514](#)

Teacher Resource:

Active Metabolic Assessment, Lifetime Fitness,
<https://shop.lifetimefitness.com/medias/Active-Metabolic-Assessment.pdf?context=bWFzdGVyfHJvb3R8NjU5NDk0fGFwcGxpY2F0aW9uL3BkZnxoMjMvaDZmLzg4MDc5MTQyNzQ4NDYucGRmfGRmODhmNjhlODZmOGE4MzBhMjdhZDZhZmMxZjNmYWYwM1ZjFIMzVIMDkyMGJmNzBhYWUxMzEzMjI2ZTNhZTI3ZDA>

- Stretching
- Physio Balls
- Medicine Balls

Nutrition, Health Habits:

- Lecture and Demonstration
- Nutrition and strength gains
- Nutrition and endurance
- Nutrition and sport performance
- Nutrition and recovery
- Effect of negative health habits on general fitness and athletic performance

Safety:

- Lecture and Demonstration
- Proper use of equipment
- Proper cleaning of equipment after use
- Use of safety equipment
- Understanding mechanics, capabilities and training thresholds for personal safety

Warm Up and Cool Down:

- Lecture and Demonstration
- Stretching
- Jogging
- Calisthenics
- Jump Rope
- Breathing Activities
- Game Activity
- Walking

Students will search online for a recipe for a sugar-less

dessert. Students will post their recipe on the schools' Facebook page. (NJSL W.11-12.7)(NJSL W.11-12.6)

Key Vocabulary:

Basketball

- **Traveling** – A violation in which the ball-handler moves both feet to a different spot on the floor without dribbling.
- **Double Dribble** – A violation in which the ball-handler dribbles with both hands or when the ball-handler dribbles, picks up the dribble (stops dribbling) then dribbles again.
- **Jump shot** – a shot made while jumping
- **Lay up** – a one-handed shot made from near the basket, especially one that rebounds off the backboard
- **Foul shot** – a free throw made from the foul line
- **Offense** – the team with possession of the ball
- **Defense** – the team without possession of the ball
- **Zone Defense** – a defensive strategy based on individuals being responsible for defense of a particular area
- **Man to Man** – a defensive strategy based on individuals being responsible for defending against individual members of the opposing team
- **Point Guard** – the player who runs the team's offense by controlling the ball and making sure that it gets to the right players at the right time
- **Small Forward** – a versatile position who can score from long or short range
- **Center** – often the tallest player, the center is responsible for scoring close to the opposing basket and guarding close to their own
- **Shooting Guard** – a position that tends to take shots from outside the score zone
- **Dribbling** – consists of bouncing the ball on the floor continuously with one hand while walking or running down the court
- **Chest Pass** – a pass in which the ball is propelled away from the chest with a quick extension of the hands and arms
- **Carry** – occurs when the dribbling player continues to dribble after allowing the ball to come to rest in one or both hands
- **Bounce Pass** – a pass to a teammate that is made by bouncing the ball once
- **Overhead Pass** – a pass made by snapping the ball from behind the head to a teammate, similar to a throw-in in soccer
- **Scoring** – points accumulated by getting the ball into the basket, either as a field goal (2 or 3 points) or a free throw (1 point)

Volleyball

- **Regulation Game** – a match of volleyball played to 25 points, with the winning team winning by at least two points
- **Tournament Play** – matches of volleyball played in succession, with each winning team advancing to the next round
- **Pass/bump** – to pass the ball using locked forearms
- **Set** – the tactical skill in which a ball is directed to a point where a player can spike it into the opponent's court
- **Spike** – a ball contacted with force by a player on the offensive team who intends to terminate the ball on the opponent's floor or off the opponent's blocker
- **Serve** – used to put the ball into play by hitting it over the net to the opposing team
- **Block** – A defensive play by one or more front row players meant to deflect a spiked ball back to the hitter's court
- **10ft line** – the line that divides the front row players from the back row players

- **Scoring** – points accumulated by causing the opposing team to fail in passing the ball over the net within three attempts
- **Rotation** – the clockwise movement of players around the court and through the serving position following a side out
- **Dink** – a legal push of the ball around or over blockers

Integration of 21st Century Standards:

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the requirements. This will include allowing more opportunities to demonstrate creativity.

English Language Learners

- Peer support for technology tasks
- Relate to sports in students home country if new-comer
- Videos should include closed captions in student’s native language (as appropriate)
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Label classroom materials
- Word walls

Special Education

- Peer support for technology tasks
- Utilize modifications & accommodations delineated in the student’s IEP
- Change movement requirements
- Focus on student’s attempts instead of precise form
- Work with paraprofessional
- Provide prompts and reminders
- Break tasks into manageable chunks

At-Risk

- Peer support for technology tasks
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Reminders can be provided
- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Review behavior expectations and make

Gifted and Talented

- Students can present their research to another class
- Students can prepare questions for a medical professional about concussion prevention
- Students can create a brochure describing concussion prevention
- Inquiry-based instruction
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content (other sports)
- Real world scenarios
- Student Driven Instruction

	<ul style="list-style-type: none"> • Use multi-sensory teaching approaches. Textured balls, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. • Work with a partner • Provide concrete examples and relate all new movements to previously learned moves (practice kicking into the air first). • Solidify and refine concepts through repetition. 	<p>adjustments as needed.</p> <ul style="list-style-type: none"> • Provide analogies (this is like...) 	
--	--	---	--

Interdisciplinary Connections:

ELA - NJSLS/ELA:

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. 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.

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.

W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.11-12.10. 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.

SL.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.

Integration of Technology Standards NJSLS 8:

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.