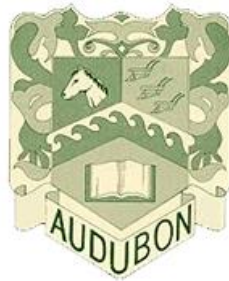


Audubon Public School District



English III

Curriculum Guide

Developed by:

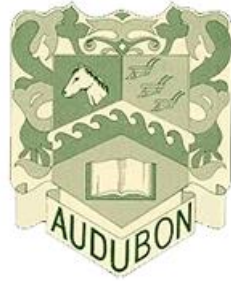
Mrs. Larae Drinkhouse

Ms. Catherine Gidjunis

August 18, 2021

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 15
Unit 3	Page 26
Unit 4	Page 35
Appendix A	Page 42
Appendix B	Page 52
Appendix C	Page 64



Course Description

Grade 11: English III

In grade 11, students are engaged in English III: American Literature. The goal of the English III program is to instruct students in what it means to be an American through a chronological survey of American literature from the Colonial period to the modern era. The study of various genres of American literature will serve to strengthen fundamental reading skills as well. In addition to full length texts, the course is supplemented with relevant short excerpts, poems, articles, movies, and/or podcasts. Writing skills will be strengthened as students write essays related to the literature studied. Both the expository and argumentative essay forms will be stressed as well as critical and analytical writing. The study of usage, in addition to grammar, will be incorporated into writing assignments. Development of thesis statements, topic sentences and transitions are emphasized. Attention will be given to formatting formal papers. The study of vocabulary is focused on words found in the literature text and on supplementary lists (SAT vocabulary, for example). Students will be required to derive meanings from words in context, analyze and understand the definitions of words and their context of meaning within a text. Research of relevant databases, finding significant evidence, paraphrasing, embedding quotes and citing sources are re-introduced and practiced.

Overview / Progressions: Progress Indicators

Overview		Reading		Writing	Speaking & Listening	Language
Unit 1	Focus (Objectives)	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.7 RL.11-12.9	RI.11-12.2 RI.11-12.4 RI.11-12.7	W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.2 SL.11-12.3	L.11-12.1 L.11-12.2 L.11-12.3 L.11-12.4 L.11-12.5 L.11-12.6
	Ancillary (Review)					
Unit 2	Focus (Objectives)	RL.11-12.4 RL.11-12.7 RL.11-12.9	RI.11-12.1 RI.11-12.3 RI.11-12.6 RI.11-12.5 RI.11-12.8	W.11-12.1 W.11-12.7 W.11-12.8 W.11-12.9	SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.1. L.11-12.2. L.11-12.4
	Ancillary (Review)	RL.11-12.1 RL.11-12.2 RL.11-12.3 RI.11-12.2 RI.11-12.4 RI.11-12.7		W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.2 SL.11-12.3	L.11-12.3 L.11-12.5 L.11-12.6
Unit 3	Focus (Objectives)	RL.11-12.5 RL.11-12.6	RI.11-12.9	W.11-12.2 W.11-12.10	SL.11-12.1 SL.11-12.2 SL.11-12.3	L.11-12.1. L.11-12.2. L.11-12.6

	Ancillary (Review)	RL.11-12.1 RL.11-12.2 RL.11-12.3	RI.11-12.1 RI.11-12.2 RI.11-12.3	W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.4
Unit 4	Focus (Objectives)	RL.11-12.10	RI.11-12.5 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.3 (Select 1 from W1-3)	SL.11-12.1 SL.11-12.2 SL.11-12.3	L.11-12.1 L.11-12.2 L.11-12.6
	Ancillary (Review)	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.8 RL.11-12.9	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.7 RI.11-12.8 RI.11-12.9	W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.3 L.11-12.4

Subject: ELA	Grade: 11	Unit: 1	1st Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
<p>RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>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.</p>	<ul style="list-style-type: none"> ● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. <hr/> <ul style="list-style-type: none"> ● Provides a statement of two or more central ideas of a text. ● Provides an analysis of the development of two or more central ideas over the course of the text, including how they interact and build on one another to produce a complex account. ● Provides an objective summary of a text. 	
<p>RL.11-12.2. 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.</p>	<p>RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)</p>	<ul style="list-style-type: none"> ● Provides a statement of two or more themes or central ideas of a text. ● Provides an analysis of how two or more themes or central ideas interact and build on one another to produce a complex account over the course of the text. ● Provides an objective summary of a text. <hr/> <ul style="list-style-type: none"> ● Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative, technical). ● Provides an analysis of how an author uses or refines a key term or terms over the course of a text 	
<p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the</p>	<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as</p>	<ul style="list-style-type: none"> ● Provides an analysis of the impact of an author's choices 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) <hr/>	

<p>action is ordered, how the characters are introduced and developed). Craft and Structure</p>	<p>in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> ● Provides an evaluation of multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>		<ul style="list-style-type: none"> ● Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including word with multiple meanings or language that is particularly fresh, engaging, or beautiful
<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>		<ul style="list-style-type: none"> ● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message
<p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context,</p>		<ul style="list-style-type: none"> ● Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-

<p>and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>		<p>twentieth century foundational works of American literature treat similar themes or topics.</p>
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 		<ul style="list-style-type: none"> ● The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience. ● The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. ● The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone , and/or domain specific vocabulary. ● The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.

<p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Identify and understand the style and purpose of writing ● Use words and phrases that address the audience appropriately in reference to mood/tone
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, 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>	<ul style="list-style-type: none"> ● Understand and utilize revision techniques ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
<p>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.</p>	<ul style="list-style-type: none"> ● Utilize technology (Google Docs, Word, etc.) proficiently for production, publication, and collaboration ● Choose and evaluate various platforms that will share task most appropriately ● Appropriately cite multiple sources using proper formatting and links when appropriate
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Prepare for discussions by reading and researching beforehand ● Refer to evidence from texts and other research to support your discussion ● Collaborate, draw from, and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles

	<ul style="list-style-type: none"> ● Participate in friendly discussions and decision-making activities that reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Continue to propel conversations by posing and responding to questions that connect to broader ideas ● Summarize where others agree and disagree with ideas and perspectives
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> ● Consider multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
SL.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.	<ul style="list-style-type: none"> ● Engage as an active listener and participant by listening and evaluating whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use text/source to support your stance and show fallibility within the speaker's argument
Focus Standards: Language	Critical Knowledge and Skills
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> ● Consult reliable resources to research and use proper grammar and usage when writing ● Understand that conventional language can change and may be challenged depending on the purpose of the writing task

<p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Observe hyphenation conventions. b. Spell correctly.</p>	<ul style="list-style-type: none"> ● Know and use standard English spelling conventions
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p>	<ul style="list-style-type: none"> ● Apply knowledge of language to make effective choices to shape the meaning and style ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> ● Interpret and analyze the use of figurative language within a text ● Analyze slight differences in the meanings of words with similar definitions
<p>L.11-12.6. Acquire and use accurate 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</p>	<ul style="list-style-type: none"> ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level

word or phrase important to comprehension or expression.	
Ancillary Standards	
n/a	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Quick writes ● Close Readings ● Text Analysis Questions 	<ul style="list-style-type: none"> ● Test/Quiz ● Paper ● Recorded Response ● Seminar ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● <i>The Crucible</i> by Arthur Miller 	<ul style="list-style-type: none"> ● CommonLit ● Native American Literature ● Movie <i>The Crucible</i> ● Various texts from the Puritans/Early Settlers ● Current event articles/videos/podcasts (Modern Day Mass Hysteria and injustices)
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Historical Context from US I and II 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The conflicting cultural and moral values of the Puritans lead to the ongoing debate and struggle to define American character. ● Texts like <i>The Crucible</i> can serve as not only a condemnation of past injustice, but also a warning against future injustices. ● Citing strong textual evidence helps determine what the text says explicitly and inferentially. ● Theme and main idea are the messages a writer wants to convey to her or his audience. 	<ul style="list-style-type: none"> ● Who are the Puritans, and how do their experiences impact my life? ● What led the Puritans to behave so maliciously and irrationally? Where else has this type of injustice been perpetrated? ● Despite their obvious flaws, what are some admirable traits that the Puritans possess? What are some traits/flaws that we share with them? ● How can strong textual evidence help a reader determine what a text says explicitly and inferentially? ● How do readers determine the theme or main idea?

- Development of characters and ideas advance the plot and develop the theme.
- Words and phrases in the text contribute to meaning and tone.
- Author's choices regarding how to develop and relate elements of the story can impact the reader's interpretation of a character.
- Informative/explanatory texts examine complex ideas and share historical information.
- Narrative writing expresses real or imagined experiences by using details that both drive the plot and develops characters
- Technology can be used to produce, share, and publish written works.
- Research projects incorporate evidence from a variety of sources in MLA format.
- The writing process involves writing routinely for a range of tasks, purposes and audiences.
- Revising and editing tailors writing for a specific purpose and audience.
- Effectively collaborating in discussion with peers allows for shared perspectives and new connections.
- Content knowledge and organization is essential when presenting information.
- To be effective, speakers need to adapt their speech to show awareness of their audience.
- Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence.

- How do characters and ideas advance the plot?
- What words or phrases contribute to meaning and tone?
- How does the author convey his/her purpose?
- What techniques are present in narrative writing that help to develop characters and drive the plot of the story?
- How can the writing process contribute to effective writing?
- In what ways do reliable sources validate an argument in speech or writing?
- In what ways do speakers establish credibility?
- How do conventions of the English language improve communication and discussion?

- There are a variety of ways (context clues, Greek/Latin roots, dictionary) to determine the meaning of a word.
- Word relationships can vary with the use of figurative language.

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career Education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness 	<ul style="list-style-type: none"> ● Equity Discussions: Reading and working with texts that share a variety of voices. 	

Subject: ELA	Grade: 11	Unit: 2	2nd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
<p>RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain</p>	<ul style="list-style-type: none"> ● Demonstrates the ability to determine the meaning of words and phrases as they are used in a text (e.g., figurative, connotative) and/or provides an analysis of the impact of specific word choice on meaning and/or tone, including word with multiple meanings or language that is particularly fresh, engaging, or beautiful <hr/> <ul style="list-style-type: none"> ● Provides strong and thorough textual evidence to support analysis of what the text says explicitly and/or inferences drawn from the text. ● Provides strong and thorough textual evidence with a determination of where the text leaves matters uncertain 	
<p>RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text</p>	<ul style="list-style-type: none"> ● Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums ● Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message <hr/> <ul style="list-style-type: none"> ● Provides an analysis of a complex set of ideas ● Provides an analysis of a sequence of events. ● Provides an explanation of how specific individuals interact and develop over the course of the text. ● Provides an explanation of how specific ideas interact and develop over the course of the text. 	

		<ul style="list-style-type: none"> ● Provides an explanation of how specific events interact and develop over the course of the text.
<p>RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.</p>	<p>RI.11-12.5. 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.</p>	<ul style="list-style-type: none"> ● Demonstrates knowledge of how two eighteenth-century foundational works of American literature, two nineteenth-century foundational works of American literature, or two early-twentieth century foundational works of American literature treat similar themes or topics. <hr/> <ul style="list-style-type: none"> ● Provides an analysis and evaluation of 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>RI.11-12.6. 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.</p>	<ul style="list-style-type: none"> ● Provides a determination of an author's point of view or purpose in a text in which the rhetoric is particularly effective ● Provides an analysis of how style and content contribute to the power, persuasiveness, or beauty of the text
	<p>RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles</p>	<ul style="list-style-type: none"> ● Provides a delineation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in

	<p>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., The Federalist, presidential addresses).</p>	<p>works of public advocacy (e.g., The Federalist, presidential addresses).</p> <ul style="list-style-type: none"> ● Provides an evaluation of the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents), including the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and 		<ul style="list-style-type: none"> ● Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately ● Associate and correlate claim(s), counterclaim(s), reasons, and evidence ● Use text evidence to develop analysis and enhance content of argument ● Decide what text structure organization is most effective for purpose, audience, and task ● Maintain an appropriate style and tone for the task – omitting personal bias ● Understand how much evidence is needed to satisfactorily support a point ● Use concise and effective language that supports the organization of the argument ● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have ● Cite from sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary

<p>conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented</p>	<ul style="list-style-type: none"> ● Format effectively to develop topics and provide multimedia (charts, tables, graphics, etc.) when appropriate. ● Vary and utilize transition words and phrases to link together the major sections of the text ● Establish a formal style (MLA) that is followed from the beginning to end of the writing task ● Revise to develop unity and consistency with words and structure ● Conclude with a paragraph or section that supports the claim
<p>W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<ul style="list-style-type: none"> ● Utilize online research tools to answer questions, learn more about a subject, or gather relevant information for a writing task
<p>W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<ul style="list-style-type: none"> ● After researching, organize and categorize your credible sources to help you plan and revise ● Cite directly or indirectly from a text and be careful to cite from those sources appropriately using specific guidelines (MLA) ● Embed text evidence into the writing task to effectively support your stance ● Create a works cited page to shares sources that were gathered for a specific task
<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the</p>	<ul style="list-style-type: none"> ● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Utilize textual evidence to support analysis, reflection, and research.

<p>reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>SL.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>	<ul style="list-style-type: none"> ● Organize and format information in a clear, concise, and logical manner that is appropriate to the task.
<p>SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>	<ul style="list-style-type: none"> ● Utilize digital information as appropriate to present ideas and add interest
<p>SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Understand that speech and tone should adapt and change based on the audience
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>b. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> ● Consult reliable resources to research and use proper grammar and usage when writing ● Understand that conventional language can change and may be challenged depending on the purpose of the writing task

<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Observe hyphenation conventions. d. Spell correctly.</p>	<ul style="list-style-type: none"> ● Know and use standard English spelling conventions
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p>	<ul style="list-style-type: none"> ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words ● Use context clues to derive word meaning (connotation, denotation, word function and position)
<p>Ancillary Standards</p>	
<p>RL.1, RL.2, RL.3, RI.2, RI.4, RI.7, W.3, W.4, W.5, W.6, SL.1, SL.2, SL.3, L.3, L.5, L.6</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Quick writes ● Close Readings ● Text Analysis Questions 	<ul style="list-style-type: none"> ● Test/Quiz ● Essay ● Document annotations ● Recorded Response ● Seminar ● Project
<p>Suggested Primary Resources</p>	<p>Suggested Supplemental Resources</p>
<ul style="list-style-type: none"> ● Revolutionary Texts (e.g. <i>The Declaration of Independence</i>, <i>Common Sense</i> By Thomas Paine, “The Speech to the Virginia Convention” by Patrick Henry) ● Transcendentalist Texts (Emerson and Thoreau) 	<ul style="list-style-type: none"> ● CommonLit ● IXL ● Various texts from the Enlightenment/Revolutionary Period (i.e. Franklin) ● Current event articles (Related to topics of persuasion) ● Poetry ● TedTalks/Podcasts ● Viewing: <i>1776</i>, <i>Avatar</i>, <i>Dead Poets Society</i>

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Historical Context from US I and II 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The belief in human rights forms the foundation of American society. ● There are ways beyond the logical/rational of understanding the world. ● The Romantics and the Transcendentalists emphasize an individual, emotional outlook in developing an aesthetic perspective on life. ● Citing strong textual evidence helps determine what the text says explicitly and inferentially. ● Theme and main idea are the messages a writer wants to convey to her or his audience. ● Development of characters and ideas advance the plot and develop the theme. ● Words and phrases in the text contribute to meaning and tone. ● Author’s choices regarding how to develop and relate elements of the story can impact the reader’s interpretation of a character. ● Informative/explanatory texts examine complex ideas and share historical information. ● Narrative writing expresses real or imagined experiences by using details that both drive the plot and develops characters ● Technology can be used to produce, share, and publish written works. ● Research projects incorporate evidence from a variety of sources in MLA format. ● The writing process involves writing routinely for a range of tasks, purposes and audiences. 	<ul style="list-style-type: none"> ● What are human rights? In what ways did The Enlightenment affect the political landscape during the Revolutionary Period? ● How did the Founding Fathers employ rhetoric to influence the political landscape of the Revolutionary Period? To what degree are the ideals established in the Revolutionary Period realized today? ● To what degree is intuition a valid way of knowing things? ● In what ways and how effectively did the Transcendentalists put into practice the optimistic elements of Romanticism in order to actualize man’s potential? ● How can strong textual evidence help a reader determine what a text says explicitly and inferentially? ● How do readers determine the theme or main idea? ● How do characters and ideas advance the plot? ● What words or phrases contribute to meaning and tone? ● How does the author convey his/her purpose? ● What techniques are present in narrative writing that help to develop characters and drive the plot of the story? ● How can the writing process contribute to effective writing? ● In what ways do reliable sources validate an argument in speech or writing? ● In what ways do speakers establish credibility? ● How do conventions of the English language improve communication and discussion?

- Revising and editing tailors writing for a specific purpose and audience.
- Effectively collaborating in discussion with peers allows for shared perspectives and new connections.
- Content knowledge and organization is essential when presenting information.
- To be effective, speakers need to adapt their speech to show awareness of their audience.
- Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence.
- There are a variety of ways (context clues, Greek/Latin roots, dictionary) to determine the meaning of a word.
- Word relationships can vary with the use of figurative language.

Differentiation & Real World Connections

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids

- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 		<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration

Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career Education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness 	<ul style="list-style-type: none"> ● Equity Discussions: Reading and working with texts that share a variety of voices.

Subject: ELA	Grade: 11	Unit: 3	3rd Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL.11-12.5. Analyze how an author's choices concerning how to structure	RI.11-12.9. Analyze and reflect on (e.g. practical knowledge,	<ul style="list-style-type: none"> ● Provides an analysis of how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin 	

<p>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) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>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</p>	<p>or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning</p> <hr/> <ul style="list-style-type: none"> ● Provides an analysis of themes in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). ● Provides an analysis of the purposes of seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address). ● Provides an analysis of the rhetorical features in seventeenth-, eighteenth-, and nineteenth- century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address).
<p>RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p>		<ul style="list-style-type: none"> ● Provides an analysis of a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g. satire, sarcasm, irony, or understatement)
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.11-12.2. 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.</p>		<ul style="list-style-type: none"> ● Write informative/explanatory texts that conveys complex ideas and information clearly and accurately to share the how or why of a topic

<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>	<ul style="list-style-type: none"> ● Associate and correlate claim(s), counterclaim(s), reasons, and evidence ● Use text evidence effectively to develop, strengthen, and support information presented to the audience ● Decide what text structure organization is most effective for purpose, audience, and task ● Maintain an appropriate style and tone for the task – omitting personal bias ● Understand how much evidence is needed to satisfactorily support a point ● Use concise and effective language that reveals mindful selection and implementation of relevant examples, facts, and details ● Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have ● Cite from sources that are appropriate to task, audience, and purpose ● Choose precise words and domain-specific vocabulary ● Format effectively to develop topics and provide multimedia (charts, tables, graphics, etc.) when appropriate. ● Vary and utilize transition words and phrases to link together the major sections of the text ● Revise to develop unity and consistency with words and structure ● Conclude with a paragraph or section that supports the claim
	<ul style="list-style-type: none"> ● Utilize online research tools to answer questions, learn more about a subject, or gather relevant information for a writing task ● Establish a formal style (MLA) that is followed from the beginning to end of the writing task
<p>W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<ul style="list-style-type: none"> ● Develop the organization of the exploratory text by completing the writing process

<p>time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> ● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>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.</p> <ol style="list-style-type: none"> 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 topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. 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. 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. 	<ul style="list-style-type: none"> ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Prepare for discussions by researching before presentation ● Draw from and build on the ideas of others in a discussion ● Collaborate with peers, when needed, to balance research and cross check sources ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities ● Encourage others to participate in a discussion or collaborative activity ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas ● Reflect upon, evaluate and respond to comments made by peers during discussion

<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. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> ● Consider multiple sources of information in diverse formats, voices, and media ● Evaluate the credibility and accuracy of each source
<p>SL.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>	<ul style="list-style-type: none"> ● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, and prepare to justify reasoning behind if a source is misleading ● Engage as an active listener and participant ● Use text/source to show fallibility within the speaker’s argument
<p>Focus Standards: Language</p>	<p>Critical Knowledge and Skills</p>
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>c. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> ● Consult reliable resources to research and use proper grammar and usage when writing ● Understand that conventional language can change and may be challenged depending on the purpose of the writing task

<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>e. Observe hyphenation conventions. f. Spell correctly.</p>	<ul style="list-style-type: none"> ● Know and use standard English spelling conventions
<p>L.11-12.6. Acquire and use accurate 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.</p>	<ul style="list-style-type: none"> ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
<p>Ancillary Standards</p>	
<p>RL.1, RL.2, RL.3, RI.1, RI.2, RI.3, W.4, W.5, W.6, SL.4, SL.5, SL.6, L.4</p>	
<p>Formative Assessments</p>	<p>Summative Assessments</p>
<ul style="list-style-type: none"> ● Quick writes ● Close Readings ● Text Analysis Questions 	<ul style="list-style-type: none"> ● Test/Quiz ● Essay ● Document annotations ● Recorded Response ● Seminar ● Project
<p>Suggested Primary Resources</p>	<p>Suggested Supplemental Resources</p>
<ul style="list-style-type: none"> ● <i>Scarlet Letter</i> by Nathaniel Hawthorne 	<ul style="list-style-type: none"> ● CommonLit ● IXL ● Various texts from the American Romanticism Era (e.g. Irving, Whitman, Melville, Dickinson) and Realism Era (e.g. Twain, Bierce, Crane, London) ● Current event articles (Related to theme) ● Viewing: PBS version of novel, TedTalks

Cross-Curricular Connections

- Historical Context from US I and II

Enduring Understanding

- Whether you do wrong or have been wronged, there are real and lasting consequences to the choices you make regarding confession or forgiveness.
- Reading expands ones of the world and oneself
- Use of symbolism, motif, and other figurative language devices help drive the author's theme and overall message as well as enhance overall understanding of the text
- Close reading helps determine what the text says explicitly and inferentially.
- Development of characters and ideas advance the plot and develop the theme.
- Words and phrases in the text contribute to meaning and tone.
- Author's choices regarding how to develop and relate elements of the story can impact the reader's interpretation of a character.
- Informative/explanatory texts examine complex ideas and share historical information.
- Citing textual evidence provides support needed
- Technology can be used to produce, share, and publish written works.
- Research projects incorporate evidence from a variety of sources in MLA format.
- The writing process involves writing routinely for a range of tasks, purposes and audiences.
- Effectively collaborating in discussion with peers allows for shared perspectives and new connections.

Essential Questions

- How is the notion of sin different, depending on the person, group, culture, etc.?
- How has the cultural concept of sin changed historically?
- Are there degrees of culpability?
- Is there value to guilt and shame? How and why do individuals respond to sin?
- To what degree does a collective sense of morality and the idea of being evaluated by that standard improve the behavior of individuals in society?
- Having sinned , how can an individual achieve personal or public redemption?
- How does the text reveal elements of the literary period it is from?
- How can strong textual evidence help a reader determine what a text says explicitly and inferentially?
- How do readers determine the theme or main idea?
- How do characters and ideas advance the plot?
- What words or phrases contribute to meaning and tone?
- How does the author convey his/her purpose?
- What techniques are present in narrative writing that help to develop characters and drive the plot of the story?
- How can the writing process contribute to effective writing?
- In what ways do reliable sources validate an argument in speech or writing?
- In what ways do speakers establish credibility?
- How do conventions of the English language improve communication and discussion?

<ul style="list-style-type: none"> ● To be effective, speakers need to adapt their speech to show awareness of their audience. ● Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence. ● There are a variety of ways (context clues, Greek/Latin roots, dictionary) to determine the meaning of a word. 	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career Education	
<ul style="list-style-type: none"> ● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness 	<ul style="list-style-type: none"> ● Equity Discussions: Reading and working with texts that share a variety of voices.

Subject: ELA	Grade: 11	Unit: 4	4th Marking Period
Focus Standards: Reading		Critical Knowledge and Skills	
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument,	<ul style="list-style-type: none"> ● Closely read various forms of literature independently and fluently, including stories, dramas, and poems ● Demonstrate comprehension of various forms of literary text ● Make connections among ideas and between texts 	

<p>text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>including whether the structure makes points clear, convincing, and engaging.</p>	<ul style="list-style-type: none"> ● Consider a wider range of textual evidence ● Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text <hr/> <ul style="list-style-type: none"> ● Provides an analysis and evaluation of 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>RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above</p>	<ul style="list-style-type: none"> ● Monitor comprehension ● Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies in order to understand portions of a difficult text
<p>Focus Standards: Writing</p>		<p>Critical Knowledge and Skills</p>
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>		<ul style="list-style-type: none"> ● The student response addresses the prompt and provides effective and comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text based evidence, and/or description; the development is consistently appropriate to the task, purpose, and audience.

<p>W.11-12.2. 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.</p>	<ul style="list-style-type: none"> ● The student response demonstrates purposeful coherence, clarity, and cohesion and includes a strong introduction, conclusion, and a logical, well-executed progression of ideas, making it easy to follow the writer’s progression of ideas. ● The student response establishes and maintains an effective style, while attending to the norms and conventions of the discipline. The response uses precise language consistently, including descriptive words and phrases, sensory details, linking and transitional words, words to indicate tone , and/or domain specific vocabulary. ● The student response demonstrates command of the conventions of standard English consistent with effectively edited writing. Though there may be a few minor errors in grammar and usage, meaning is clear throughout the response.
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences.</p>	
<p>Focus Standards: Speaking and Listening</p>	<p>Critical Knowledge and Skills</p>
<p>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.</p>	<ul style="list-style-type: none"> ● Prepare for discussions by reading and researching beforehand ● Refer to evidence from texts and other research to support your discussion ● Collaborate, draw from, and build on the ideas of others in a discussion ● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity ● Establish goals and roles for group members and adhere to assigned roles ● Participate in friendly discussions and decision-making activities that reflect upon, evaluate and respond to comments made by peers during discussion ● Respect and promote diverse perspectives in a discussion or collaborative activity

	<ul style="list-style-type: none"> ● Continue to propel conversations by posing and responding to questions that connect to broader ideas ● Summarize where others agree and disagree with ideas and perspectives
d. SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	<ul style="list-style-type: none"> ● Consider multiple sources of information in diverse formats and media ● Evaluate the credibility and accuracy of each source
g. SL.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.	<ul style="list-style-type: none"> ● Engage as an active listener and participant by listening and evaluating whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading ● Use text/source to support your stance and show fallibility within the speaker’s argument
Focus Standards: Language	<ul style="list-style-type: none"> ● Critical Knowledge and Skills
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> ● Consult reliable resources to research and use proper grammar and usage when writing ● Understand that conventional language can change and may be challenged depending on the purpose of the writing task
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> ● Know and use standard English spelling conventions

<ul style="list-style-type: none"> h. Observe hyphenation conventions. i. Spell correctly. 	
<p>L.11-12.6. Acquire and use accurate 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.</p>	<ul style="list-style-type: none"> ● Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level
Ancillary Standards	
RL.1, RL.2, RI.3, RL.4, RL.7, RL.9, RI.1, RI.2, RI.3, RI.4, RI.6, RI.7, RI.8, RI.9, W.4, W.5, W.6, SL.4, SL.5, SL.6, L.3, L.4	
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Quick writes ● Close Readings ● Text Analysis Questions 	<ul style="list-style-type: none"> ● Test/Quiz ● Essay ● Document annotations ● Recorded Response ● Seminar ● Project
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● <i>The Great Gatsby</i> by F. Scott Fitzgerald 	<ul style="list-style-type: none"> ● CommonLit ● IXL ● Various texts from the Modernism, Postmodernism, Contemporary literary periods ● Current event articles (Related to topics of persuasion) ● Poetry (Harlem Renaissance) ● Viewing: (R. Redford) <i>The Great Gatsby</i>, (DiCaprio) <i>The Great Gatsby</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Historical Context from US I and II 	

Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Twentieth century American literature continues to reflect the social and historical conditions in which it was produced, reflecting themes of the American Dream, Journey from Innocence to Experience, American Hero, Community, and Equality. ● Reading expands ones of the world and oneself ● Close reading helps determine what the text says explicitly and inferentially. ● Author’s choices regarding how to develop and relate elements of the story can impact the reader’s interpretation of a character. ● Citing textual evidence provides support needed ● Technology can be used to produce, share, and publish written works. ● Research projects incorporate evidence from a variety of sources in MLA format. ● The writing process involves writing routinely for a range of tasks, purposes and audiences. ● Effectively collaborating in discussion with peers allows for shared perspectives and new connections. ● Knowledge of the English language (grammar, word choice, capitalization, punctuation, and spelling) is essential for communication and influence 	<ul style="list-style-type: none"> ● How does 20th century American literature reflect a search for new perspectives? ● How do these new perspectives reflect the expanding notion of pluralism in America? ● What is the American Dream and does it exist today? ● What role does setting play in the development of characters and themes in a text? ● How can strong textual evidence help a reader determine what a text says explicitly and inferentially? ● How do readers determine the theme or main idea? ● How does direct and indirect characterization of characters help to advance the plot? ● What words or phrases contribute to meaning and tone? ● How does the author convey his/her purpose? ● What techniques are present in narrative writing that help to develop characters and drive the plot of the story? ● How can the writing process contribute to effective writing? ● In what ways do reliable sources validate an argument in speech or writing? ● In what ways do speakers establish credibility? ● How do conventions of the English language improve communication and discussion?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career Education		
<ul style="list-style-type: none"> ● Weekly Discussions: The value of reading, writing, language, and speaking skills in terms of college and workplace readiness 	<ul style="list-style-type: none"> ● Equity Discussions: Reading and working with texts that share a variety of voices. 	

Appendix A

Grade 11- Literature Units

Title: The Romantics/Transcendentalists
Curricular Area(s): Language Arts
Grade-Level Span: 11

BIG IDEA: The Romantics and the Transcendentalists emphasize an individual, emotional outlook in developing an aesthetic perspective on life.

ENDURING UNDERSTANDING: There are ways beyond the logical/rational of understanding the world.

ESSENTIAL QUESTIONS: To what degree is intuition a valid way of knowing things? What is the relationship between man, God, and nature? Can an appreciation of nature enhance our understanding of our mortality? In what ways and how effectively did the Transcendentalists put into practice the optimistic elements of Romanticism in order to actualize man's potential?

ASSESSMENTS (Acceptable Evidence): Essays, Tests, Socratic Seminar, Class discussion, MLA paper, Poem paraphrase, Reading quizzes, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper

CURRICULUM STANDARD(S) OR BENCHMARK(S):

NJSLS:
RL.11-12.1-10
L.11-12.1-6
SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lecture: Fundamentals of Transcendentalism	Note-taking, essay, test

Focus Lessons: grammar in the context of poetry, elements of fiction, tone, mood, irony, figurative language, analogy, comparison/contrast	test, essays, student collaboration, poetry analysis,
Talking Points: What is the relationship between man, God, and nature? Can an appreciation of nature enhance our understanding of our mortality?	Class discussion, Socratic seminar, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper
Independent Read:	Students read and outline from textbook
Viewing:	View and discuss excerpt from <i>Star Trek II: The Wrath of Khan</i> in connection to <i>Moby Dick</i>

TOOLS AND RESOURCES: Textbook, notebooks, essays, test, *Star Trek II: The Wrath of Khan*, digital texts *Thoreau*, *Emerson*

CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig
Reapproved June 2017

Title: *The Scarlet Letter*

Curricular Area(s): Language Arts

Grade-Level Span: 11

BIG IDEA: Sin is an inevitable part of the human condition.

ENDURING UNDERSTANDING: Whether you are the sinner or the sinned against, there are real and lasting consequences to the choices you make regarding confession or forgiveness. “Be true! Be true! Be true! Show freely to the world, if not your worst, yet some trait whereby the worst may be inferred!”

ESSENTIAL QUESTIONS: What is sin? How is the notion of sin different, depending on the person, group, culture, etc.? How has the cultural concept of sin changed historically? Are there degrees of culpability? Is there value to guilt and shame? How and why do individuals respond to sin? To what degree does a collective sense of morality and the idea of being evaluated by that standard improve the behavior of individuals in society? Having sinned, how can an individual achieve personal or public redemption?

ASSESSMENTS (Acceptable Evidence): Essays, Reading Check Quizzes, Tests, Socratic Seminar, Class discussion

NJSLS:

RL.11-12.1-10

L.11-12.1-6

SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lectures: Historical context of novel, including essential Puritan beliefs; principals of Romanticism	Note-taking, Class discussion, Socratic seminar, Test, Essay
Focus Lessons: motif, symbol, characterization, Romanticism	Test, Essays
Talking Points: What is sin? How has the cultural concept of sin changed historically? Are there degrees of culpability? Is there value to guilt and shame? How and why do individuals respond to sin? To what degree does a collective sense of morality and the idea of being evaluated by that standard improve the behavior of individuals in society? After sinning, how can an individual achieve personal or public redemption?	Class discussion, Socratic seminar, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper
Key passage analysis:	Read and discuss key passages, identify details of diction, syntax, and imagery
Viewing PBS film version of novel:	View and discuss portrayal of novel

TOOLS AND RESOURCES: Novel, notebooks, Reading quizzes, PBS DVD, Essay Test**CREDITS (INCLUDING CONTACT INFORMATION):** Daniel Rowan, Anna Muessig**COMMENTS:** This unit can be taught from either a cultural/Puritan perspective, or a literary/Romantic perspective at the discretion of the instructor.

Reapproved June 2017

Title: Realism/Naturalism
Curricular Area(s): Language Arts
Grade-Level Span: 11

BIG IDEA: Traumatic events in a nation’s political history can drastically affect its literary history.

ENDURING UNDERSTANDING: The seeds of dissent which were planted in the discovery and founding of American society and government result in the Civil War. The emotional impact of the Civil War creates a climate that is more conducive to the harshness of Realism rather than the aesthetics of Romanticism.

ESSENTIAL QUESTIONS: In what way did the Civil War lead to the development of Realism as a literary movement? How does Realism differ from Romanticism? What distinguished Naturalism from Realism? What are the defining characteristics of Realism?

ASSESSMENTS (Acceptable Evidence): Essays, Tests, Socratic Seminar, Class discussion, MLA paper, poetry analysis, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper

NJSLS :
RL.11-12.1-10
L.11-12.1-6
SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Lecture: Retrospective of American Literature, with emphasis of social/historical impact on literature; Civil War background; local color	Note-taking, Essays, Tests
Focus Lessons: Foils, flashback, analogy, euphemism	Test, Essays, Student collaboration
Talking Points: In what way did the Civil War lead to the development of Realism as a literary movement? How does Realism differ from Romanticism? What distinguished Naturalism	Class discussion, Socratic seminar, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper

from Realism? What are the defining characteristics of Realism?	
Independent Read:	Students read texts and discuss in class, reading quizzes

TOOLS AND RESOURCES: Textbook, notebooks, essays, test

CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig
Reapproved June 2017

Title: *The Adventures of Huckleberry Finn*

Curricular Area(s): Language Arts

Grade-Level Span: 11

BIG IDEA: The individual attempting to overcome societal mores to find objective moral truth

ENDURING UNDERSTANDING: Principled challenging of accepted social values is a crucial element of personal moral development.

ESSENTIAL QUESTIONS: What accepted social value does Huck challenge? Are there objective moral truths? To what extent can we trust Huck's version of events? How does Huck's questionable treatment of Jim at the novel's conclusion reflect the novel's Realistic elements? What is the value of reading controversial literature? What implications does the enduring controversy of the novel have for our society? How can we use linguistics to analyze characters' interactions and the social/political climate of a time period?

ASSESSMENTS (Acceptable Evidence): Essays, Tests, Socratic Seminar, Class discussion, MLA paper, Reading quizzes, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper, linguistics analysis

NJSLS :

RL.11-12.1-10

L.11-12.1-6

SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Focus Lesson: Revisions	Revision Evaluation in Chapter 15

Lecture: PowerPoint on historical background of Realism and the novel	Note-taking, Q&A
Talking Points: What accepted social value does Huck challenge? Are there objective moral truths? To what extent can we trust Huck's version of events? How does Huck's questionable treatment of Jim at the novel's conclusion reflect the novel's Realistic elements? What is the value of reading controversial literature? What implications does the enduring controversy of the novel have for our society?	Class discussion, Socratic seminar, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper, linguistics analysis
Independent Read:	Students read texts and discuss in class, reading quizzes
Key passage analysis:	Read and discuss key passages, identify details of diction, syntax, and imagery; student collaboration
Viewing selected clips from the 1939 and 1960 films, <i>The Adventures of Huckleberry Finn</i>	Identify deviations from the novel. Discuss how deviations reflect the changing cultural sensitivity and moral values of the respective time periods.

TOOLS AND RESOURCES: Novels, 1939 and 1960 *Adventures of Huckleberry Finn*, notebooks, essays, test, reading quizzes, linguistics notes, youtube videos

CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig
Reapproved June 2017

Title: *Of Mice and Men*
Curricular Area(s): English
Grade-Level Span: 11

BIG IDEA: “The best laid plans of mice and men/often go awry.” –Robert Burns

ENDURING UNDERSTANDING: Lack of companionship can lead to dehumanization; as a result, humans can become caustic, hardened, and destructive to themselves and their fellow men.

ESSENTIAL QUESTIONS: What is the value of a human life, and why? To what degree has our society stayed true to the ideals of the American Dream? How do different types of power (physical, economic, sexual, social, filial/patriarchal/hegemonical, intellectual, racial) affect different human relationships? What is the importance of companionship? Is George’s choice justified?

ASSESSMENTS (Acceptable Evidence): Reading Quizzes, Essays, Tests, Socratic Seminar, Class discussion, projects

NJSLS :

RL.11-12.1-10

L.11-12.1-6

SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Focus Lessons: Robert Burns’ “To A Mouse,” foreshadowing, motif, setting establishes mood, how structure contributes to meaning	Reading, lecture, discussion, textual analysis
Talking Points: What is the value of a human life, and why? To what degree has our society stayed true to the ideals of the American Dream? How do different types of power (physical, economic, sexual, social, filial/patriarchal/hegemonical, intellectual, racial) affect different human relationships? What is the importance of companionship? Is George’s choice justified?	Class discussion, Socratic seminar
Independent Read:	Reading quizzes, class discussion
Read aloud	Students and teacher read novel aloud in class and discuss.
Key passage analysis:	Read and discuss key passages, identify details of diction, syntax, and imagery; student collaboration
Viewing:	View and discuss the film, <i>Of Mice and Men</i>

TOOLS AND RESOURCES: novels, notebooks, essays, test, film *Of Mice and Men*

CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig

Reapproved June 2017

Title: *Catcher in the Rye*

Curricular Area(s): Language Arts

Grade-Level Span: 11

BIG IDEA: “The mark of an immature man is that he will die nobly for a cause; the mark of a mature man is that he will live humbly for one.” –Wilhelm Stekel, as quoted by Mr. Antolini

ENDURING UNDERSTANDING: Early childhood experiences can have a lasting impact on a person’s perspective on the adult world, hindering his ability to mature.

ESSENTIAL QUESTIONS: What is the value of innocence? How do the interrelated motifs of phoniness, communication, breathing, and preservation reveal meaning in the novel? Does the novel provide examples as to what constitutes a mature view of the world? In what way does Salinger make use of symbols, and in what way are these symbols interrelated?

ASSESSMENTS (Acceptable Evidence): Reading Quizzes, Essays, Tests, Socratic Seminar, Class discussions, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper, linguistics analysis

NJSLS :

RL.11-12.1-10

L.11-12.1-6

SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Focus Lessons: symbols, motifs, theme, reliable narrator	Test, Essays, Student collaboration
Talking Points: What is the value of innocence? How do the interrelated motifs of phoniness, communication, breathing, and preservation	Class discussion, Socratic seminar

reveal meaning in the novel? Does the novel provide examples as to what constitutes a mature view of the world? In what way does Salinger make use of symbols, and in what way are these symbols interrelated?	
Key passage analysis:	Read and discuss key passages, identify details of diction, syntax, and imagery; student collaboration
Independent Read:	Reading quizzes, class discussion

TOOLS AND RESOURCES: novels, notebooks, essays, test

CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig

Reapproved June 2017

Title: 20th Century Short Stories and Poetry

Curricular Area(s): Language Arts

Grade-Level Span: 11

BIG IDEA: Twentieth century American literature reflects a search for new perspectives through experimental forms involving the exploration and reinterpretation of traditional American literary themes.

ENDURING UNDERSTANDING: Twentieth century American literature continues to reflect the social and historical conditions in which it was produced, reflecting themes of the American Dream, Journey from Innocence to Experience, American Hero, Community, and Equality.

ESSENTIAL QUESTIONS: How does 20th century American literature reflect a search for new perspectives? How do these new perspectives reflect the expanding notion of pluralism in America?

ASSESSMENTS (Acceptable Evidence): Reading Quizzes, Essays, Tests, Socratic Seminar, Class discussion, Poetry recitation

NJSLS :

RL.11-12.1-10

L.11-12.1-6
SL.11-12.1-6

INSTRUCTIONAL STRATEGIES OR GOALS	ACTIVITIES
Focus Lessons: diction, syntax, imagery, symbol, motif, theme, rhyme scheme, rhythm, stream of consciousness, allusion, and others as needed based on literature selected	Test, Essays, Student collaboration
Talking Points: How does 20 th century American literature reflect a search for new perspectives? How do these new perspectives reflect the expanding notion of pluralism in America?	Class discussion, Socratic seminars, Document annotations, reflections, collaborative projects, MLA Research paper, analytic paper linguistics analysis
Key passage analysis	Read and discuss key passages, identify details of diction, syntax, and imagery
Read aloud	Read literature aloud and discuss
Independent Read	Reading quizzes, class discussion

TOOLS AND RESOURCES: *Adventures in American Literature*, copies of poems/short stories, notebooks, essays, test
CREDITS (INCLUDING CONTACT INFORMATION): Daniel Rowan and Anna Muessig
COMMENTS: As 20th century literature is more diverse, less defined than Classicism, Romanticism, Transcendentalism, and Realism, the selections can be approached individually and appreciated for their aesthetic value.
Reapproved June 2017

Appendix B

Grade 11-12 -Narrative Writing

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese, Brian Kulak, Mary Anne Kavanaugh
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Informational and Argument
Grade Level 11-12

<p>Content Statements</p> <p>In this unit argument writing skills will be further refined and independently applied through a wide variety of reading and writing experiences in which a student will read informational texts, as well as primary and secondary documents, carefully. The craft of writing in this way will also be honed through the experiences of drafting, revising, and publishing pieces in scholarly and specifically the Document Based Question (DBQ) format across the curriculum. Students will employ the process of examining and referencing opposing or alternate claims. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>RI.11-12 W.11-12.1,4-10 L.11-12.1-6 SL.11-12.1-6</p>
<p>Overarching Essential Questions</p> <p>What have I read that can act as a model for my document based writing? How can I craft my own DBQ based on these models?</p> <p>What is a document?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p>

<p>What is a document based question (DBQ)?</p> <p>What is the purpose of writing about nonfiction text?</p> <p>How do I write in a scholarly way about information?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p>	<p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can answer DBQs by doing the following:</p> <ul style="list-style-type: none"> ● Read the question carefully ● Read the assigned document(s) ● Understand and recognize the reader or audience’s knowledge level, concerns and biases ● Maintain a formal style and objective tone ● Write a thesis statement that represents a precise claim ● Answer the question using clear reasons and relevant evidence from a credible source or from document ● Establish clear relationships between my claims ● Identify alternate or opposing claims (counterclaims) ● Clarify the relationship between claims and reasons, reason and evidence and claims and counterclaims ● Provide a connection between the document and its author, as well as the historical context ● Write a strong concluding statement that follows form and supports the claim and arguments presented <p>A document is a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record</p> <p>Writing about nonfiction text enables me to examine and convey complex ideas and concepts.</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>I can write about informational text by doing the following:</p> <ul style="list-style-type: none"> ● introduce the topic, organize complex information, ideas and concepts to make distinctions and connections ● develop the topic with well chosen, relevant facts, extended definitions, concrete details, quotations, and any other appropriate information ● use appropriate and varied transitions to link major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts ● use precise language, domain specific vocabulary and techniques such as metaphor, simile and analogy ● establish and maintain a formal style and objective tone that is aligned with the norms and conventions of the discipline in which I am writing ● provide a concluding statement or section that follows from and supports the information, implications and/or explanation presented ● use formatting and multi-media to enhance my work
<p>Unit Essential Questions</p> <p>How can I answer a DBQ?</p> <ul style="list-style-type: none"> ● What is a claim? ● What is an argument? ● What is bias? ● What is domain specific vocabulary? ● What is the difference between a conventional essay opening and a thesis statement? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p>

<ul style="list-style-type: none"> ● How can I determine if the information I have found is relevant? ● What kind of words and phrases effectively clarify relationships among claims and reasons? ● What style of writing should I use when answering a DBQ? ● How can I craft a powerful closing that follows from the arguments I have presented? 	<p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p>
<p>What is textual evidence?</p>	<p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p>
<p>What is an extended definition?</p>	<p>I can use texts that I read to help guide my own writing.</p>
<p>What reading skills do I need to refine in order to write about information or documents?</p>	<p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p>
<p>What is rhetoric?</p>	<p>I can use my knowledge of spelling patterns to help me spell and read words.</p>
<p>What is a rhetorical device?</p>	<p>A claim is a statement that has to be proven with valid and relevant facts,</p>
<p>What is the difference between literary and rhetorical devices?</p>	<p>An argument is the evidence that supports the claim.</p>
<p>How will consideration of ethos, pathos and logos help me to refine my writing?</p>	<p>Conventional openings are summaries of the body of the essay.</p>
	<p>A thesis statement is the presentation of a claim and a summary of the arguments that will be presented in the body of the response.</p>
	<p>Bias is an inclination or prejudice for or against a person, group or idea.</p>
	<p>Domain specific vocabulary is a category of words or phrases that are related to a particular subject.</p>

Textual evidence is used to support an argument. It is found by reading a text and then using the information in the form of a quote, paraphrase and/or description.

A formal definition is a short, complete definition of a concrete object or idea. An extended definition is a definition of a complex set of objects or an idea and might involve identifying distinguishing characteristics and/or providing extra facts or information

Rhetoric is the ancient art of effective or persuasive speaking or writing; it is all about the language choices I make to persuade the reader.

Rhetorical devices add style, voice and depth of meaning to communication. They manipulate the language to effectively transmit a targeted message to the reader or listener.

Literary devices are used in literature as an artistic form to express ideas through language.

The distinction between rhetorical and literary devices is minute and dependent upon individual and subjective definitions of art. Often the same devices are use in both literature and informational writing.

My arguments will be more focused and effective if I am mindful of Aristotle's delineation of the means of argument: ethos (character), which is an ethical appeal and involves the writer/speaker convincing the reader/listener that the text is

credible; pathos (suffering/experience), which is an emotional appeal to the reader/listener; and logos (word), which appeals to the reader/listener's rational mind.

The following will help me to make a claim and write an effective response to a DBQ:

- use graphic organizers
- use techniques of successful authors who pose claims and present supporting arguments
- carefully choose the domain specific, precise words and phrases
- use documents and relevant research and informational text to support my claim
- find alternate or opposing claims
- determine relevance and accuracy by researching the author to discover the historical context in which he lives or lived; finding out what experts in the related field have to say about the document and investigating the origin of the document and the website or publisher that is providing the text
- organize my arguments
- write in a formal style
- make sure that my closing reminds the reader that I have successfully presented arguments that support the claim I made in my thesis statement

In order to write about information or documents, I will need to:

- cite strong and thorough textual evidence in order to analyze what the text says directly and what it says inferentially

- | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">● provide an objective summary by determining two or more central ideas and analyzing how they develop over the course of the text and how they interact and build on one another to provide a complex analysis and an objective summary● analyze how complex sets of ideas, events, individuals and analyses are unfolded by their sequence and connection● determine the meanings of words in the text, including figurative, connotative and technical meanings● analyze how an author uses and refines the meaning of a key term or terms over the course of the text● analyze how the author's ideas or claims are developed and refined by structure and whether that structure makes points clear, convincing and engaging● determine the author's POV or purpose in a text and analyze how an author uses rhetoric to advance that POV and purpose and whether the authors use of rhetoric is effective● analyze how the style and content contribute or detract from the power, persuasiveness and beauty of the text● where possible, examine the ways in which accounts of a subject can vary when conveyed by different mediums● delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, as well as the premises, purposes and arguments of public advocacy |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Sometimes those opinions are presented as factual claims. Students need to understand how and why writers craft document and evidence based pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims.</p> <p>Students at this level must be prepared to find and acknowledge opposing or alternate claims. This analysis and understanding can be used to provide a model for document based writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p>	<p>Unit Overview</p> <p>In this unit students will apply the routines, behaviors and strategies of successful readers and writers, They will read and analyze a variety of document based texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct on demand writing pieces online will be emphasized as standardized test preparation.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of touchstone texts with document based elements Whole group, small group, and individual analysis of touchstone document based texts Writer’s Notebook – collecting seeds ,writing territories, and document based pieces eBooks and Google books for persuasive texts and documents use of word processing programs Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. ePortfolio Focus lessons on rhetorical strategies Evaluate documents for validity Evaluate websites for credibility Read and compare/contrast persuasive texts and document based texts Practice writing claims Research opposing and alternate claims for a particular topic Brainstorm possible arguments and what research would be needed to make them valid Keep a journal of domain specific vocabulary, as learned from reading documents</p>	

Practice writing conclusions about supporting arguments
Practice and refine the skill of writing thesis statements by using social studies and science topics
Read several texts about the same topic, annotate to prepare for discussion
Write open ended responses
Write a research paper on a scholarly topic
Write a research paper about writing a research paper
Locate nonfiction texts that compliment a fiction text and analyze the connection
Participate in targeted discussions about specified topics and themes
Participate in discussions and prepare speeches about impromptu topics
Participate in debates about specified topics
Copy and analyze model sentences for discussion
Correct student generated sentences
Match and analyze a text used in history or science class with its literary counterpart
Write a claim, with supporting arguments including reference to alternate or opposing claims, domain specific vocabulary and a strong conclusion
Read claims and analyze the effectiveness of the claims presented, in terms of context and interest
Use Latin based words in speech and writing
Generate and maintain a bank of phrases and techniques germane to “for,” “against,” or “qualify” claims
Generate and maintain a bank of relevant allusions for arguments
Explore, analyze and discuss universal themes in any medium, using previously read books as mentor texts
Create word ladders and use them to bridge gaps between sentences and effectively provide logical transitions between ideas
Analyze word choice in text and writing, as it impacts tone
Read historical and contemporary text to identify and analyze various personal styles and argument types
Read differing perspectives of seminal events and literary milestones; in pairs or small groups, analyze and verbally present an analysis of the evidence provided by the texts;
Participate in small group rhetorical strategy workshops: identify which devices are best for a particular subject matter
Word Choice Activities: identify examples of poor word choice, restate it or use a thesaurus to find alternative word choices or phrases; analyze nuance in the choices
Use an outline of salient points to give a speech
Identify in text and use in writing, word patterns that affect a part of speech
Analyze the use of hyphens in text and use effective examples as models in writing
Determine how domain specific vocabulary provides meaning and choice
Identify and analyze public speaking techniques
Self-evaluate public speaking and presentations

Present how-to and analytical speeches

Appendix

Differentiation	
Enrichment	<ul style="list-style-type: none">● Utilize collaborative media tools● Provide differentiated feedback● Opportunities for reflection● Encourage student voice and input● Model close reading● Distinguish long term and short term goals
Intervention & Modification	<ul style="list-style-type: none">● Utilize “skeleton notes” where some required information is already filled in for the student● Provide access to a variety of tools for responses● Provide opportunities to build familiarity and to practice with multiple media tools● Leveled text and activities that adapt as students build skills● Provide multiple means of action and expression● Consider learning styles and interests● Provide differentiated mentors● Graphic organizers

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

Appendix C

Grade 11-12 Informational and Argument Writing

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese, Brian Kulak, Mary Anne Kavanaugh
Reapproved June 2017

Course Title: English Language Arts Unit Name: Writing – Informational and Argument
Grade Level 11-12

<p>Content Statements</p> <p>In this unit argument writing skills will be further refined and independently applied through a wide variety of reading and writing experiences in which a student will read informational texts, as well as primary and secondary documents, carefully. The craft of writing in this way will also be honed through the experiences of drafting, revising, and publishing pieces in scholarly and specifically the Document Based Question (DBQ) format across the curriculum. Students will employ the process of examining and referencing opposing or alternate claims. Mechanics will be addressed as identified by ongoing student writing assessments.</p>	<p>NJSLS:</p> <p>RI.11-12 W.11-12.1,4-10 L.11-12.1-6 SL.11-12.1-6</p>
<p>Overarching Essential Questions</p> <p>What have I read that can act as a model for my document based writing? How can I craft my own DBQ based on these models?</p>	<p>Overarching Enduring Understandings</p> <p>Writers use their knowledge of the writing process and how writers work to produce writing in different genres and for different audiences and purposes.</p>

<p>What is a document?</p> <p>What is a document based question (DBQ)?</p> <p>What is the purpose of writing about nonfiction text?</p> <p>How do I write in a scholarly way about information?</p> <p>How do writers make decisions about the mechanics of writing? How can I incorporate these decisions into my own writing?</p>	<p>Writing and reading are interconnected; reading effective writing can help develop the craft of writing and help guide writers in decisions about mechanics.</p> <p>I can answer DBQs by doing the following:</p> <ul style="list-style-type: none"> ● Read the question carefully ● Read the assigned document(s) ● Understand and recognize the reader or audience’s knowledge level, concerns and biases ● Maintain a formal style and objective tone ● Write a thesis statement that represents a precise claim ● Answer the question using clear reasons and relevant evidence from a credible source or from document ● Establish clear relationships between my claims ● Identify alternate or opposing claims (counterclaims) ● Clarify the relationship between claims and reasons, reason and evidence and claims and counterclaims ● Provide a connection between the document and its author, as well as the historical context ● Write a strong concluding statement that follows form and supports the claim and arguments presented <p>A document is a piece of written, printed, or electronic matter that provides information or evidence or that serves as an official record</p> <p>Writing about nonfiction text enables me to examine and convey complex ideas and concepts.</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>I can write about informational text by doing the following:</p> <ul style="list-style-type: none"> ● introduce the topic, organize complex information, ideas and concepts to make distinctions and connections ● develop the topic with well chosen, relevant facts, extended definitions, concrete details, quotations, and any other appropriate information ● use appropriate and varied transitions to link major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts ● use precise language, domain specific vocabulary and techniques such as metaphor, simile and analogy ● establish and maintain a formal style and objective tone that is aligned with the norms and conventions of the discipline in which I am writing ● provide a concluding statement or section that follows from and supports the information, implications and/or explanation presented ● use formatting and multi-media to enhance my work
<p>Unit Essential Questions</p> <p>How can I answer a DBQ?</p> <ul style="list-style-type: none"> ● What is a claim? ● What is an argument? ● What is bias? ● What is domain specific vocabulary? ● What is the difference between a conventional essay opening and a thesis statement? 	<p>Unit Enduring Understandings</p> <p>I can write for different audiences and for different purposes and use strategies from Writing Workshop to get ideas.</p> <p>I can use rubrics and graphic organizers to help organize my thoughts and guide my writing.</p>

<ul style="list-style-type: none"> ● How can I determine if the information I have found is relevant? ● What kind of words and phrases effectively clarify relationships among claims and reasons? ● What style of writing should I use when answering a DBQ? ● How can I craft a powerful closing that follows from the arguments I have presented? 	<p>I know the steps of the writing process: prewriting, drafting, revising, editing, and publishing. I understand that writers move in and out of these steps as they work on pieces.</p>
<p>What is textual evidence?</p>	<p>I can use feedback from my teacher or my peers to improve my pieces. I can look at my own pieces and see ways to improve them.</p>
<p>What is an extended definition?</p>	<p>I can use texts that I read to help guide my own writing.</p>
<p>What reading skills do I need to refine in order to write about information or documents?</p>	<p>I can use examples of how authors use grammar and mechanics in effective ways to make my writing clearer.</p>
<p>What is rhetoric?</p>	<p>I can use my knowledge of spelling patterns to help me spell and read words.</p>
<p>What is a rhetorical device?</p>	<p>A claim is a statement that has to be proven with valid and relevant facts,</p>
<p>What is the difference between literary and rhetorical devices?</p>	<p>An argument is the evidence that supports the claim.</p>
<p>How will consideration of ethos, pathos and logos help me to refine my writing?</p>	<p>Conventional openings are summaries of the body of the essay.</p>
	<p>A thesis statement is the presentation of a claim and a summary of the arguments that will be presented in the body of the response.</p>
	<p>Bias is an inclination or prejudice for or against a person, group or idea.</p>
	<p>Domain specific vocabulary is a category of words or phrases that are related to a particular subject.</p>

Textual evidence is used to support an argument. It is found by reading a text and then using the information in the form of a quote, paraphrase and/or description.

A formal definition is a short, complete definition of a concrete object or idea. An extended definition is a definition of a complex set of objects or an idea and might involve identifying distinguishing characteristics and/or providing extra facts or information

Rhetoric is the ancient art of effective or persuasive speaking or writing; it is all about the language choices I make to persuade the reader.

Rhetorical devices add style, voice and depth of meaning to communication. They manipulate the language to effectively transmit a targeted message to the reader or listener.

Literary devices are used in literature as an artistic form to express ideas through language.

The distinction between rhetorical and literary devices is minute and dependent upon individual and subjective definitions of art. Often the same devices are use in both literature and informational writing.

My arguments will be more focused and effective if I am mindful of Aristotle's delineation of the means of argument: ethos (character), which is an ethical appeal and involves the writer/speaker convincing the reader/listener that the text is

credible; pathos (suffering/experience), which is an emotional appeal to the reader/listener; and logos (word), which appeals to the reader/listener's rational mind.

The following will help me to make a claim and write an effective response to a DBQ:

- use graphic organizers
- use techniques of successful authors who pose claims and present supporting arguments
- carefully choose the domain specific, precise words and phrases
- use documents and relevant research and informational text to support my claim
- find alternate or opposing claims
- determine relevance and accuracy by researching the author to discover the historical context in which he lives or lived; finding out what experts in the related field have to say about the document and investigating the origin of the document and the website or publisher that is providing the text
- organize my arguments
- write in a formal style
- make sure that my closing reminds the reader that I have successfully presented arguments that support the claim I made in my thesis statement

In order to write about information or documents, I will need to:

- cite strong and thorough textual evidence in order to analyze what the text says directly and what it says inferentially

- | | |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none">● provide an objective summary by determining two or more central ideas and analyzing how they develop over the course of the text and how they interact and build on one another to provide a complex analysis and an objective summary● analyze how complex sets of ideas, events, individuals and analyses are unfolded by their sequence and connection● determine the meanings of words in the text, including figurative, connotative and technical meanings● analyze how an author uses and refines the meaning of a key term or terms over the course of the text● analyze how the author's ideas or claims are developed and refined by structure and whether that structure makes points clear, convincing and engaging● determine the author's POV or purpose in a text and analyze how an author uses rhetoric to advance that POV and purpose and whether the authors use of rhetoric is effective● analyze how the style and content contribute or detract from the power, persuasiveness and beauty of the text● where possible, examine the ways in which accounts of a subject can vary when conveyed by different mediums● delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning, as well as the premises, purposes and arguments of public advocacy |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

<p>Unit Rationale</p> <p>We live in a world where opinions are expressed each day in the wealth of media that surrounds us. Sometimes those opinions are presented as factual claims. Students need to understand how and why writers craft document and evidence based pieces and they need to be able to identify the validity and accuracy of the arguments supporting claims.</p> <p>Students at this level must be prepared to find and acknowledge opposing or alternate claims. This analysis and understanding can be used to provide a model for document based writing. Additionally students need to develop an appreciation for the power of persuasive writing in their everyday lives through real world examples.</p>	<p>Unit Overview</p> <p>In this unit students will apply the routines, behaviors and strategies of successful readers and writers, They will read and analyze a variety of document based texts in order to uncover the craft used by authors as well as the common elements of this genre. These texts will provide authentic models for writing as students begin to draft their own pieces. The ability to construct on demand writing pieces online will be emphasized as standardized test preparation.</p>
<p>Suggested Activities for Inclusion in Lesson Planning</p> <p>Read alouds, shared reading, and class discussion of touchstone texts with document based elements Whole group, small group, and individual analysis of touchstone document based texts Writer’s Notebook – collecting seeds ,writing territories, and document based pieces eBooks and Google books for persuasive texts and documents use of word processing programs Use digital tools to publish a piece of writing, including flip cameras, iPads, Smartboards, netbooks and computers. ePortfolio Focus lessons on rhetorical strategies Evaluate documents for validity Evaluate websites for credibility Read and compare/contrast persuasive texts and document based texts Practice writing claims Research opposing and alternate claims for a particular topic Brainstorm possible arguments and what research would be needed to make them valid Keep a journal of domain specific vocabulary, as learned from reading documents</p>	

Practice writing conclusions about supporting arguments
Practice and refine the skill of writing thesis statements by using social studies and science topics
Read several texts about the same topic, annotate to prepare for discussion
Write open ended responses
Write a research paper on a scholarly topic
Write a research paper about writing a research paper
Locate nonfiction texts that compliment a fiction text and analyze the connection
Participate in targeted discussions about specified topics and themes
Participate in discussions and prepare speeches about impromptu topics
Participate in debates about specified topics
Copy and analyze model sentences for discussion
Correct student generated sentences
Match and analyze a text used in history or science class with its literary counterpart
Write a claim, with supporting arguments including reference to alternate or opposing claims, domain specific vocabulary and a strong conclusion
Read claims and analyze the effectiveness of the claims presented, in terms of context and interest
Use Latin based words in speech and writing
Generate and maintain a bank of phrases and techniques germane to “for,” “against,” or “qualify” claims
Generate and maintain a bank of relevant allusions for arguments
Explore, analyze and discuss universal themes in any medium, using previously read books as mentor texts
Create word ladders and use them to bridge gaps between sentences and effectively provide logical transitions between ideas
Analyze word choice in text and writing, as it impacts tone
Read historical and contemporary text to identify and analyze various personal styles and argument types
Read differing perspectives of seminal events and literary milestones; in pairs or small groups, analyze and verbally present an analysis of the evidence provided by the texts;
Participate in small group rhetorical strategy workshops: identify which devices are best for a particular subject matter
Word Choice Activities: identify examples of poor word choice, restate it or use a thesaurus to find alternative word choices or phrases; analyze nuance in the choices
Use an outline of salient points to give a speech
Identify in text and use in writing, word patterns that affect a part of speech
Analyze the use of hyphens in text and use effective examples as models in writing
Determine how domain specific vocabulary provides meaning and choice
Identify and analyze public speaking techniques
Self-evaluate public speaking and presentations

Present how-to and analytical speeches