

# **TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE**



**English Department**

**EN300**

**English 11 Honors**

**Adopted 06/19/2018**

Updated 12/18/18

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

Honors Junior English- American Literature and Culture focuses on the study and analysis of literature, literary history, writing, and research with the purpose of understanding how our present lives have been shaped by great literature of the past. Research and MLA writing skills are strengthened with the goal of preparing college-bound students. Advanced vocabulary is developed. Public speaking skills will also be reinforced.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1</b>	RL.11-12.2 RL.11-12.3 RL.11-12.6 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9 RI.11-12.10	W.11-12.1 W.11-12.2 W.11-12.2.b W.11-12.2.e W.11-12.7 W.11-12.9 W.11-12.9.b	SL.11-12.1.c SL.11-12.1.d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.1.a L.11-12.3 L.11-12.4 a-d L.11-12.5.b L.11-12.6
<b>Unit 2</b>	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.7 RL.11-12.9 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.10	W.11-12.2 W.11-12.3 W.11-12.3d W.11-12.3e W.11-12.7 W.11-12.9 W.11-12.9a	SL.11-12.1.b SL.11-12.1.c SL.11-12.1.d SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	L.11-12.1 L.11-12.2.a L.11-12.3 L.11-12.3.a L.11-12.4.a L.11-12.4.b L.11-12.4.c L.11-12.4.d L.11-12.5 L.11-12.5.a L.11-12.6
<b>Unit 3</b>	RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.10 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6	W.11-12.2 W.11-12.2a W.11-12.2.b W.11-12.5 W.11-12.9	SL.11-12.1.c SL.11-12.5 SL.11-12.6	L.11-12.2 L.11-12.2a L.11-12.3 L.11-12.4 L.11-12.4.a L.11-12.4.b L.11-12.4.c L.11-12.4.d L.11-12.5 L.11-12.5a

	RI.11-12.7			L.11-12.5.b L.11-12.6
<b>Unit 4</b>	RL.11-12.1 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.9 RI.11-12.1 RI.11-12.2 RI.11-12.6 RI.11-12.10	W.11-12.2 W.11-12.3d W.11-12.3e W.11-12.9 W.11-12.9a	SL.11-12.1.b SL.11-12.1.d SL.11-12.3 SL.11-12.5 SL.11-12.6	L.11-12.1 L.11-12.2.a L.11-12.4.a L.11-12.4.b L.11-12.5 L.11-12.5.a L.11-12.6
<b>Unit 5</b>	RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.6 RL.11-12.7 RL.11-12.10 RI.11-12.1 RI.11-12.5 RI.11-12.7 RI.11-12.10	W.11-12.2 W.11-12.3 W.11-12.3e W.11-12.7 W.11-12.9a	SL.11-12.1.b SL.11-12.1.c SL.11-12.3 SL.11-12.4 SL.11-12.5	L.11-12.1 L.11-12.2.a L.11-12.3 L.11-12.3.a L.11-12.4.a L.11-12.4.b L.11-12.4.c L.11-12.5 L.11-12.6

### Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

<p><b>2</b></p>	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>3</b></p>	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>4</b></p>	<p>ELP STANDARD 2: The Language of Language Arts</p>	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> </ul>	<p>Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and</p>

		<ul style="list-style-type: none"> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	organizational cultures.
<b>5</b>	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> <li>● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</li> <li>● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.</li> <li>● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</li> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

### Pacing Guide

	<b>Anticipated Length of Time (days)</b>
<b>Unit 1</b>	36 days
<b>Unit 2</b>	36 days
<b>Unit 3</b>	36 days
<b>Unit 4</b>	36 days
<b>Unit 5</b>	36 days

## Overview of Required Activities

	Required Activities	Novels
<b>Unit 1</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Required Novels – Choice of:</b> <i>Uncle Tom's Cabin</i> <i>The Federalist Papers</i> <i>The Legend of Sleepy Hollow</i> <i>The Iron Heel</i> <i>I Am Malala</i> <i>Black Boy</i> <i>A Separate Peace</i> <i>Narrative of Frederick Douglass</i> <i>Their Eyes Were Watching God</i> <i>The Last of the Mohicans</i></p>
<b>Unit 2</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>The Jungle</i> <i>On the Duty of Civil Disobedience</i> <i>Ethan Frome</i> <i>Bartleby, the Scrivener</i> <i>An Autobiography of Buffalo Bill</i> <i>Walden</i></p>
<b>Unit 3</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>The Grapes of Wrath</i> <i>A Tale of Two Cities</i> <i>Dubliners</i></p>
<b>Unit 4</b>	<p><b>Unit Activities:</b> Unit Goals Unit Reflection Academic Vocabulary</p> <p><b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft &amp; Structure Author's Style Evidence Logs Conventions &amp; Style</p>	<p><b>Optional Novels:</b> <i>The Red Badge of Courage</i> <i>The Devil in the White City</i> <i>Heart of Darkness</i> <i>A Lesson Before Dying</i> <i>The Tragical History of Doctor Faustus</i> <i>Dulcibel: A Tale of Old Salem</i></p>
<b>Unit</b>	<b>Unit Activities:</b>	<b>Required Novels – Choice of:</b>

<b>5</b>	Unit Goals Unit Reflection Academic Vocabulary  <b>Selection Activities:</b> Concept Vocabulary Word Study Analyzing Craft & Structure Author's Style Evidence Logs Conventions & Style	<i>One Flew Over the Cuckoo's Nest</i> <i>The Help</i> <i>The Glass Castle</i> <i>Of Mice and Men</i> <i>In Cold Blood</i> <i>Hard Times</i> <i>The Great Gatsby</i>
----------	---	--

## Unit 1: Freedom (MyP Unit 1 & 3)

### Unit Summary

This unit explores American freedoms and the struggle for those freedoms. The skills that students will employ are reading a variety of texts, identifying and using academic and concept vocabulary, writing an informative essay, conducting research, examining and practicing different writing techniques and strategies, collaborating and communicating with others to reach a common goal.

### Essential Questions

What is the meaning of freedom?  
In what ways does the struggle for freedom change with history?

## READING

Critical Knowledge and Skills	Standards
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.	RL.11-12.2
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 action is ordered, how the characters are introduced and developed).	RL.11-12.3
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).	RL.11-12.6
By the end of grade 11, read and	RL.11-12.10

comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
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.	RI.11-12.2
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.	RI.11-12.3
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).	RI.11-12.4
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.	RI.11-12.5
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.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a	RI.11-12.7

question or solve a problem.	
Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	RI.11-12.8
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	RI.11-12.9
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	
Small Group Learning Texts ( <i>myPerspectives</i> )	
<ul style="list-style-type: none"> <li>• <a href="#">Primary &amp; Secondary sources</a> (to use with <i>Letter to John Adams &amp; from Dear Abigail</i>)</li> </ul>	
Independent Learning Texts ( <i>myPerspectives</i> )	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.11-12.1
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.	W.11-12.2

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.	W.11-12.2.B
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	W.11-12.2.e
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9 a-b
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) <ul style="list-style-type: none"> <li>● <a href="#">Editorial Writing</a> (for use with <i>Declaration of Independence</i>)</li> <li>● <a href="#">Street Art as Propaganda</a> (for use with Visual Propaganda)</li> </ul> Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
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. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when	SL.11-12.1.c-d

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	
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.	SL.11-12.2
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.	SL.11-12.5
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) <ul style="list-style-type: none"> <li>• <a href="#">Gettysburg Address video</a></li> </ul> Independent Learning Texts ( <i>myPerspectives</i> )	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage	L.11-12.1

when writing or speaking.	
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1a
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4 a-d
Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.b
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
<p>Whole Class Learning Texts (<i>myPerspectives</i>)</p> <ul style="list-style-type: none"> <li>• <a href="#">Parallelism video</a> (for use with <i>Speech in the Convention</i>)</li> </ul> <p>Small Group Learning Texts (<i>myPerspectives</i>)</p> <p>Independent Learning Texts (<i>myPerspectives</i>)</p>	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Selection Tests Unit Test		Performance Task School Community Visual Propaganda Small Group Performance Task Performance Based Assessment Part 1
<b>District/School Texts</b>		<b>District/School Supplementary Materials</b>
<i>myPerspectives</i> <i>Uncle Tom's Cabin</i> <i>The Federalist Papers</i> <i>The Legend of Sleepy Hollow</i> <i>The Iron Heel</i> <i>I Am Malala</i> <i>Black Boy</i> <i>A Separate Peace</i> <i>Narrative of Frederick Douglass</i> <i>Their Eyes Were Watching God</i> <i>The Last of the Mohicans</i> <i>Fences</i>		<i>Writer's Coach</i>
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
Informative essay	Evidence and Elaboration	Focus and Organization

<b>Suggested Modifications</b>
--------------------------------

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

### **Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- various historical American documents

## **INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

[Research Guides 9-12](#)

[Close Reading and Annotation Guide](#)

[Evidence Log Guide](#)

[Word Network Model](#)

[Writing Argument Grades 11-12](#)

## Unit 2: The Individual and Society (MyP Unit 2)

### Unit Summary

This unit explores individualism. The skills that students will employ are reading a variety of texts, identifying and using academic and concept vocabulary, writing a narrative, conducting research, examining and practicing different writing techniques and strategies, collaborating and communicating with others to reach a common goal.

### Essential Questions

What role does individualism play in American society?

### READING

Critical Knowledge and Skills	Standards
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.	RL.11-12.1
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 action is ordered, how the characters are introduced and developed).	RL.11-12.3
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.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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.	RL.11-12.5
Analyze a case in which grasping a point	RL.11-12.6

of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
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.)	RL.11-12.7
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.	RL.11-12.9
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
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.	RI.11-12.2
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.	RI.11-12.5
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,	RI.11-12.6

persuasiveness or beauty of the text.	
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
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,	W.11-12.7

demonstrating understanding of the subject under investigation.	
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9
Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).	W.11-12.9a
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</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.	SL.11-12.1.b
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.	SL.11-12.1.c
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	SL.11-12.1.d

informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
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.	SL.11-12.5
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) <ul style="list-style-type: none"> <li>• <a href="#">Dead Poets Society project/presentation</a></li> </ul> Independent Learning Texts ( <i>myPerspectives</i> )	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.2.a
Apply knowledge of language to understand how language functions in different contexts, to make effective	L.11-12.3

choices for meaning or style, and to comprehend more fully when reading or listening.	
Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L.11-12.3.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	L.11-12.4.a
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	L.11-12.4.b
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage	L.11-12.4.c
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4.d
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	L.11-12.5.a
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	

Small Group Learning Texts (*myPerspectives*)  
 Independent Learning Texts (*myPerspectives*)

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>
Selection Tests Unit Test		Performance Task 1 Small Group Performance Task Performance Based Assessment Part 1
<b>District/School Texts</b> <i>myPerspectives</i> <i>The Jungle</i> <i>On the Duty of Civil Disobedience</i> <i>Ethan Frome</i> <i>Bartleby, the Scrivener</i> <i>An Autobiography of Buffalo Bill</i> <i>Walden</i>		<b>District/School Supplementary Materials</b> <i>Writer's Coach</i>
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1	Narrative Writing	Grammar and conventions

**Suggested Modifications**

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

### **Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- various historical American documents
- psychology and social constructs

## **INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

- [Research Guides 9-12](#)
- [Close Reading and Annotation Guide](#)
- [Evidence Log Guide](#)
- [Word Network Model](#)
- [Writing Narrative Grades 11-12](#)

## Unit 3: Grit and Grandeur (MyP Unit 4)

### Unit Summary

This unit explores the importance of place in American literature. The skills that students will employ are reading a variety of texts, identifying and using academic and concept vocabulary, writing an explanatory essay, conducting research, examining and practicing different writing techniques and strategies, collaborating and communicating with others to reach a common goal.

### Essential Questions

What is the relationship between literature and place?

### READING

Critical Knowledge and Skills	Standards
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.	RL.11-12.1
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.	RL.11-12.2
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.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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.	RL.11-12.5
By the end of grade 11, read and	RL.11-12.10

comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
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.	RI.11-12.2
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.	RI.11-12.3
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).	RI.11-12.4
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.	RI.11-12.6
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with	RI.11-12.10

scaffolding as needed.	
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2
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.	W.11-12.2a
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.	W.11-12.2.b
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.	W.11-12.5
Draw evidence from literary or informational texts to support analysis, reflection, and research	W.11-12.9
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

**SPEAKING AND LISTENING**

Critical Knowledge and Skills	Standards
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.	SL.11-12.1.c
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.	SL.11-12.5
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>LANGUAGE</b>	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2
Observe hyphenation conventions.	L.11-12.2a
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading</i>	L.11-12.4

<i>and content</i> , choosing flexibly from a range of strategies.	
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	L.11-12.4.a
Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	L.11-12.4.b
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.	L.11-12.4.c
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	L.11-12.4.d
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.	L.11-12.5a
Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.b
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> )	

Small Group Learning Texts (*myPerspectives*)

Independent Learning Texts (*myPerspectives*)

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>	
Selection Tests Unit Test		Performance Task 1 Small Group Performance Task Performance Based Assessment Part 1	
<b>District/School Texts</b> <i>The Grapes of Wrath</i> <i>A Tale of Two Cities</i> <i>Dubliners</i>		<b>District/School Supplementary Materials</b> <i>Writer's Coach</i>	
<b>District/School Writing Tasks</b>			
Task	Primary Focus	Secondary Focus	
PBA 1	Explanatory Writing	Grammar and conventions	

**Suggested Modifications**

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- social influence

### **INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

[Research Guides 9-12](#)

[Close Reading and Annotation Guide](#)

[Evidence Log Guide](#)

[Word Network Model](#)

[Writing Informational/Explanatory Grades 11-12](#)

## Unit 4: Facing Our Fears (MyP Unit 5)

### Unit Summary

Whether a reaction involves mass hysteria or personal phobias, people respond to overwhelming fear in different ways. Authors through the ages have explored humans' relationships to fear by writing about the things that frighten people the most. This unit has been designed to allow students to explore both a range of stories, both real and fictional, about the power of fear and how people respond to being scared.

### Essential Questions

How do we respond when challenged by fear?

### READING

Critical Knowledge and Skills	Standards
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.	RL.11-12.1
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.)	RL.11-12.4
Analyze how an author's choices concerning how to structure 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.	RL.11-12.5

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.)	RL.11-12.7
Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.	RI.11-12.9
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.2
Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	RI.11-12.6
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.	RI.11-12.10
<b>Suggested Materials/Educational Resources</b>	

Whole Class Learning Texts (*myPerspectives*)  
 Small Group Learning Texts (*myPerspectives*)  
 Independent Learning Texts (*myPerspectives*)

**WRITING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	W.11-12.2
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.11-12.9
Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).	W.11-12.9a

**Suggested Materials/Educational Resources**

Whole Class Learning Texts (*myPerspectives*)  
 Small Group Learning Texts (*myPerspectives*)  
 Independent Learning Texts (*myPerspectives*)

## SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
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.	SL.11-12.1b
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.	SL.11-12.1d
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used	SL.11-12.3
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.	SL.11-12.5
Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	SL.11-12.6

**Suggested Materials/Educational Resources**

Whole Class Learning Texts (*myPerspectives*)  
Small Group Learning Texts (*myPerspectives*)  
Independent Learning Texts (*myPerspectives*)

**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.	L.11-12.4 a-d
Analyze nuances in the meaning of words with similar denotations.	L.11-12.5.b
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6

**Suggested Materials/Educational Resources**

Whole Class Learning Texts (*myPerspectives*)  
 Small Group Learning Texts (*myPerspectives*)  
 Independent Learning Texts (*myPerspectives*)

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>		<b>District/School Summative Assessment Plan</b>	
Selection Tests Unit Test		Performance Task Small Group Performance Task Performance Based Assessment Part 1	
<b>District/School Texts</b> <i>myPerspectives</i> <i>The Red Badge of Courage</i> <i>The Devil in the White City</i> <i>Heart of Darkness</i> <i>A Lesson Before Dying</i> <i>The Tragical History of Doctor Faustus</i> <i>Dulcibel: A Tale of Old Salem</i>		<b>District/School Supplementary Materials</b> <i>Writer's Coach</i>	
<b>District/School Writing Tasks</b>			
Task	Primary Focus	Secondary Focus	
Performance Based Assessment	Argumentative writing	Varying language/rhetorical strategies	

**Suggested Modifications**

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

### **Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent
- psychology

### **INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS**

- [Research Guides 9-12](#)
- [Close Reading and Annotation Guide](#)
- [Evidence Log Guide](#)
- [Word Network Model](#)
- [Writing Informational/Explanatory Grades 11-12](#)

## **Unit 5: Ordinary Lives, Extraordinary Tales (MyP Unit 6)**

### **Unit Summary**

Whether it comes from revisiting old memories or facing new challenges, there are many ways that a person's experiences help him understand what it means to be human. Many writers have used short stories to explore different perspectives on life. This unit has been designed to allow a student to explore short stories as a genre and how they can be used as a way to study what it means to be human.

### **Essential Questions**

What do stories reveal about the human condition?

<b>READING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
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.	RL.11-12.1
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 action is ordered, how the characters are introduced and developed).	RL.11-12.3
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.)	RL.11-12.4

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).	RL.11-12.6
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.)	RL.11-12.7
By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.	RL.11-12.10
Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.11-12.1
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.	RI.11-12.5
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	RI.11-12.7
By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.	RI.11-12.10

### Suggested Materials/Educational Resources

Whole Class Learning Texts (*myPerspectives*)  
Small Group Learning Texts (*myPerspectives*)  
Independent Learning Texts (*myPerspectives*)

### WRITING

Critical Knowledge and Skills	Standards
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.	W.11-12.2
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.11-12.3
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	W.11-12.7
Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or	W.11-12.9a

topics”).	
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</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.	SL.11-12.1.b
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.	SL.11-12.1.c
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	SL.11-12.3
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4

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.	SL.11-12.5
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>LANGUAGE</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.2.a
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3
Vary syntax for effect, apply an understanding of syntax to the study of complex texts.	L.11-12.3.a
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase	L.11-12.4.a

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i> , <i>conception</i> , <i>conceivable</i> ).	L.11-12.4.b
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage	L.11-12.4.c
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L.11-12.6
<b>Suggested Materials/Educational Resources</b>	
Whole Class Learning Texts ( <i>myPerspectives</i> ) Small Group Learning Texts ( <i>myPerspectives</i> ) Independent Learning Texts ( <i>myPerspectives</i> )	

<b>Suggested Modifications</b>
--------------------------------

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

**Interdisciplinary Connections**

- Historical influence of time periods in which texts were written and/or represent

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
Selection Tests Unit Test	Performance Task Small Group Performance Task Performance Based Assessment Part 1

<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>
<i>myPerspectives</i> <i>One Flew Over the Cuckoo's Nest</i> <i>The Help</i> <i>The Glass Castle</i> <i>Of Mice and Men</i> <i>In Cold Blood</i> <i>Hard Times</i> <i>The Great Gatsby</i>	<i>Writer's Coach</i>

<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
Performance Based Assessment	Narrative writing	Voice and perspective; characterization and conflict

<b>INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS</b>
<a href="#">Research Guides 9-12</a> <a href="#">Close Reading and Annotation Guide</a> <a href="#">Evidence Log Guide</a> <a href="#">Word Network Model</a> <a href="#">Writing Argument Grades 11-12</a>