

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



**English Department**

**EN401**

**English 12 College Prep**

**Adopted 06/20/2017**

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

Students will study and analyze literary masterpieces from around the world, relating authors and works to major themes and issues. Students at this level will come to appreciate both the universal themes that pervade all literature as well as the distinct features of various world cultures. Through their shared discussions, independent reading and performance based assessments, they will become better prepared to meet the challenges of the global culture of the 21st century.

## Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
<b>Unit 1 (aka 1)</b>	RL11-12.1-7,10 RI11-12.1, 10	W11-12.1, 2, 5-10	SL11-12.1,2, 4, 5, 6	L11-12.1-6
<b>Unit 2 (aka 3)</b>	RL 11-12 1-4, 6-7, 9-11	W11-12 1-10	SL 11-12 1-6	L11-12 1-4
<b>Unit 3 (aka 5)</b>	RL.11-12.2-5,9 RI.4,6,7	W.11-12.1,1a,2, 3, 3a-e, 4, 5, 7, 8, 9a, 9b, 10	SL.11-12.1,1a,1 1b, 2, 4, 5	L.11-12.1, 1a, 2, 2b, 3, 4, 4a-d, 5, 5b, 6,
<b>Unit 4 (aka 6)</b>	RL11-12.1-4, 6,9,10	W11-12.1-4, 6, 9	SL11.12.1-6	L 11.12.1-6

## Additional Standards

Unit	WIDA	Technology	21st Century / Career
<b>1</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</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.

		appropriate application of copyright, fair use and/or Creative Commons to an original work.	
<b>2</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.
<b>3</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.
<b>4</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> </ul>	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

		<ul style="list-style-type: none"> <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>	needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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## Pacing Guide

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

## Overview of Required Activities

	Required Activities	Novels
<b>Unit 1</b>	<p><b>Unit Activities:</b>  Unit Introduction Activity:  Historical Perspectives: Focus Period 750 - 1066</p> <p>Unit Goals  Unit Reflection  Academic Vocabulary</p>	<p><b>Optional</b>  <b>Choose from:</b>  <i>Don Quixote</i>  <i>Narrative of Sojourner Truth</i>  <i>Flatland: A Romance of Many Dimensions</i>  <i>Fallen Angels</i></p>

	<p><b>Selection Activities:</b>          Concept Vocabulary          Word Study          Analyzing Craft &amp; Structure          Author's Style          Evidence Logs          Conventions &amp; Style</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</b>  <i>Julius Caesar</i>  <i>King Lear</i>  <i>The Stranger</i></p>
<b>Unit 3</b>	<p><b>Unit Activities:</b>          Unit Goals          Unit Reflection          Academic Vocabulary</p> <p><b>Selection Activities:</b>          Close Read          Analyze the Text          Concept Vocabulary          Word Study          Analyzing Craft &amp; Structure          Author's Style          Evidence Logs          Conventions &amp; Style</p>	<p><b>Required</b>  <b>Choose from:</b>  <i>Into the Wild</i>  <i>1984</i>  <i>Brave New World</i>  <i>A Doll's House</i>  <i>Curious Incident of the Dog in the Nighttime</i>  <i>The Way to Wealth</i>  <i>The Way of the World</i>  <i>The Picture of Dorian Gray</i>  <i>Lucy</i></p>
<b>Unit 4</b>	<p><b>Unit Activities:</b>          Historical Perspectives          Anchor Text: Essay          Poetry Collection          Novel Excerpt          Short Story</p> <p>Unit Goals</p> <p>Unit Reflection          Academic Vocabulary</p> <p><b>Selection Activities:</b>          Concept vocabulary          Word Study          Analyzing Craft and Structure          Evidence Logs          Conventions and Style</p>	<p><b>Optional</b>  <b>Choose from:</b>  <i>The House of Seven Gables</i>  <i>Travels with Charley</i>  <i>Kidnapped</i>  <i>Rip Van Winkle</i>  <i>Importance of Being Earnest</i></p>

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## Unit 1: Forging a Hero (MyP Unit 1)

### Unit Summary

This unit focuses on the nature of heroism by reading, writing, speaking, listening, and presenting. Texts include *Beowulf*, as well as a wide selection of poetry, short stories, articles, videos, and novels, all of which carry the theme of heroism. Students will expand their knowledge and use of concept vocabulary, facilitating their ability to write an argument that has a clear structure and that draws evidence from texts and original research to support a claim. Students will also learn and apply rhetorical devices effectively to strengthen arguments and add interest to writing and presentations.

### Essential Questions

What makes a hero?

## 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
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	RL 11-12.4

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.)

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.

RL 11-12.5

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 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.

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.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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

RI.11-12.1

<p>the text leaves matters uncertain.</p> <p>By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</p> <p>By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.</p>	<p>RI.11-12.10.</p>
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**Suggested Materials/Educational Resources**

<p align="center"> <b>Whole Class Learning Texts</b>  <b>Small-Group Learning Texts</b>  <b>Independent Learning Texts</b>  <b>Beowulf, Broad-based Introduction PowerPoint:</b>  <a href="https://d3jc3ahdjad7x7.cloudfront.net/NItJ6UFX44MLOUcTQO97peS50PowNgPHpbfdTeKP62Ttp0go.pdf">https://d3jc3ahdjad7x7.cloudfront.net/NItJ6UFX44MLOUcTQO97peS50PowNgPHpbfdTeKP62Ttp0go.pdf</a> </p> <p align="center"> <b>BBC: Glimpse into Anglo-Saxon Culture (feasts, foods, sports, literature, language):</b>  <a href="http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/stories_and_pastimes/">http://www.bbc.co.uk/schools/primaryhistory/anglo_saxons/stories_and_pastimes/</a> </p>
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<b>WRITING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<p>W.11-12.1</p>

sufficient evidence.

1. 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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 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.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and

W11-12.2

<p>accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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>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> <p>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> <p>.</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the</p>	<p>W.11-12.5</p> <p>W.11-12.6</p> <p>W.11-12.7</p>
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<p>strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>W.11-12.8</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.11-12.9</p>
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>W.11-12.10</p>

**Suggested Materials/Educational Resources**

<p><b>Whole Class Learning Texts</b>  <b>Small-Group Learning Texts</b>  <b>Independent Learning Texts</b></p> <p><b>New York Times: The Learning Network “What Is A Hero”</b>  <b>(articles and writing opportunities)</b>  <a href="https://learning.blogs.nytimes.com/2015/08/25/what-is-a-hero/">https://learning.blogs.nytimes.com/2015/08/25/what-is-a-hero/</a></p> <p><b>Purdue Writing Owl / MLA Guidelines</b></p>
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**SPEAKING AND LISTENING**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1</p>

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the 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.

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.

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.

<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>SL.11-12.4</p>
<p>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>	<p>SL.11-12.5</p>
<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>	<p>SL.11-12.6</p>

**Suggested Materials/Educational Resources**

**Whole Class Learning Texts**  
**Small-Group Learning Texts**  
**Independent Learning Texts**

Write a “breaking news” report about the battle between Beowulf and Grendel  
 (or Beowulf and Grendel’s Mother or Beowulf Fire Dragon)  
 for the Anglo-Saxon Cable Television Network

**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Conventions of Standard English</p>	
<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>L11-12.1</p>
<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>	<p>L.11-12.2</p>
<p>Apply knowledge of language to understand how language functions in</p>	<p>L11-12.3</p>

different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.

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.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

B. Analyze nuances in the meaning of words with similar denotations.

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

L11-12.4

L11-12.5

L.11-12.6

expression.

**Suggested Materials/Educational Resources**

**Whole Class Learning Texts**  
**Small-Group Learning Texts**  
**Independent Learning Texts**

**Select excerpts from Beowulf and highlight text to identify positive and negative vocabulary. Explain how word choices convey mood or tone.**

**ASSESSMENT PLAN**

<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
<ul style="list-style-type: none"> <li>● Class/small group discussions/presentations</li> <li>● Write arguments using evidence</li> <li>● Vocabulary applications</li> <li>● Entrance/Exit writing/discussion prompts</li> <li>● Quizzes on MLA formatting</li> <li>● Annotations</li> </ul>	<ul style="list-style-type: none"> <li>● Beowulf test</li> <li>● Poetry Collection test</li> <li>● Unit test</li> <li>● MLA documented paper</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
myPerspectives: British and World Literature text	Purdue Writing Owl for MLA guidelines	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
PBA#1: Write an Argument (MLA documented paper)	Works Cited page, in-text citations, thesis, MLA formatting, locating and citing evidence	Language 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

## **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: Facing the Future, Confronting the Past (MyP Unit 3)

### Unit Summary

This unit is a reflection on the consequences of greed and ambition as seen through Shakespeare's *Macbeth*. It explores the ways that the interpretation of the past and the feelings about the future can influence the decisions made in the present. After completing *Macbeth*, the students will study sonnets, as well as various texts, for students to be able to think deeper and critically about the world around them.

### Essential Questions

How do our attitudes toward the past and future shape our actions?

## 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
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	RL 11-12.4

language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)

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.

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).

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.)

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.

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.

By the end of grade 12, read and

RL 11-12.6

RL 11-12.7

RL 11-12.9

RL 11-12.10

RL 11-12.1

<p>comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	<p>RL 11-12.2</p>
<p>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.</p>	<p>RL 11-12.3</p>
<p>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>	<p>RL 11-12.4</p>
<p>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>	<p>RL 11-12.5</p>
<p>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>	<p>RL 11-12.6</p>
<p>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>	<p>RL 11-12.7</p>
<p>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,</p>	<p>RL 11-12.8</p>

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.

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., *The Federalist*, presidential addresses).

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.

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.

RL 11-12.9

RL 11-12.10

**Suggested Materials/Educational Resources**

**Whole Class Learning Texts**  
**Small-Group Learning Texts**  
**Independent Learning Texts**

**Various Handouts from the Pearson Teacher’s Resource**

Historical Perspectives: Focus Period 1485-1625  
Literary History-Elizabethan Theater  
The Tragedy of Macbeth

Macbeth graphic novel

**WRITING**

**Critical Knowledge and Skills**

**Standards**

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W11-12.1

- 1. 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 avoiding common logical fallacies and using sound reasoning 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 transitions (e.g. words, phrases, clauses) 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 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.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

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.

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.

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.

C. Use appropriate and varied transitions and syntax to link the major sections of the text, create

W11-12.2

cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

1. 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.
2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop

W11-12.3

W11-12.4

<p>experiences, events, and/or characters.</p> <p>3. 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).</p> <p>4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>W11-12.5</p> <p>W11-12.6</p> <p>W11-12.7</p>
<p><b>Production and Distribution of Writing</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W11-12.8</p>
<p>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>	<p>W11-12.9</p>

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.

**Research to Build and Present Knowledge**

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.

W11-12.10

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). Draw evidence from literary or informational texts to support analysis, reflection, and research.  
A. Apply *grades 11–12 Reading standards* 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”).

B. Apply *grades 11–12 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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]”).

**Range of Writing**

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

**Suggested Materials/Educational Resources**

Optional Assignment: Write your own soliloquy--<https://www.teachingchannel.org/videos/writing-soliloquies>  
 Compare/Contrast-Modern Day Tragic Heroes  
<https://www.sbcc.edu/clrc/files/wl/downloads/WritingaCompareContrastEssay.pdf>

**SPEAKING AND LISTENING**

**Critical Knowledge and Skills**

**Standards**

**Comprehension and Collaboration**

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.

A. Come to discussions prepared, having read and researched material

SL:11-12.1

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.

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.

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.

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

SL11-12.2

SL11-12.3

<p>emphasis, and tone used.</p> <p><b>Presentation of Knowledge and Ideas</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL11-12.4</p> <p>SL11-12.5</p> <p>SL11-12.6</p>
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**Suggested Materials/Educational Resources**

<p>Macbeth Reenactment Dramaturgy Project Group Presentation: Should literature of the past be rewritten in present-day language for today's readers? Individual Television Commentary/Talk Show for the written prompt, What is the relationship of human beings to time?</p>
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LANGUAGE	
Critical Knowledge and Skills	Standards
<p><b>Conventions of Standard English</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p>	<p>L11-12.1</p> <p>L11-12.2</p> <p>L11-12.3</p>

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.

A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

L11-12.4

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.

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.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

C. 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.

D. 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).

L11-12.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.

B. Analyze nuances in the meaning of

words with similar denotations.  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.	L11-12.6
<b>Suggested Materials/Educational Resources</b>	
Prentice Hall-Writing Coach Grade 12	

<b>ASSESSMENT PLAN</b>		
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>	
Macbeth Soliloquy Macbeth Quizzes for each Act	Performance Based Assessment (3) Possible Macbeth Final Assessment	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<b>Pearson Realize Grade 12</b>	Prentice Hall-Writing Coach 12	
<b>District/School Writing Tasks</b>		
Task	Primary Focus	Secondary Focus
PBA 1	Argumentation	Relationship-Past and Future
PBA 2	Argumentation-Shared	News Reporting
PBA 3	Comparison-Contrast	Audio Interpretations
PBA 4	Panel Discussion	

<b>Suggested Modifications</b>
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- 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 Argument Grades 11-12](#)

## Unit 3: Discovering Self (MyP Unit 5)

### **Unit Summary**

Whether it comes from revisiting old memories or facing new challenges, there are many ways that our experiences help us discover who we really are. Many writers have explored how a sense of self is developed. This unit has been designed to allow you to reflect on the ways we define ourselves and the world around us.

### **Essential Questions**

How do we define ourselves?

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.
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.
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	RL.11-12.9.

literature, including how two or more texts from the same period treat similar themes or topics.	
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.

**Suggested Materials/Educational Resources**

**MyPerspective- Unit 3**

Whole-Group Learning texts

Small-Group Learning texts

Independent Learning texts

Novels: (Optional)

- 1984
- A Doll’s House
- Curious Incident of the Dog and the Nighttime
- The Way to Wealth
- The Way of the World
- The Picture of Dorian Gray
- Lucy

**WRITING**

<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	W.11-12.1.

evidence.	
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.	W.11-12.1.a.
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.
<p>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.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>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).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	W.11-12.3.a-e.

<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W.11-12.4.</p>
<p>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>	<p>W.11-12.5.</p>
<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W.11-12.7.</p>
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>W.11-12.8.</p>
<p>A. 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”).</p>	<p>W.11-12.9.a.</p>
<p>A. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and</p>	<p>W.11-12.9.b.</p>

<p>dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., <i>The Federalist</i>, presidential addresses]”).</p>	
<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>W.11-12.10.</p>
<p><b>Suggested Materials/Educational Resources</b></p>	
<ul style="list-style-type: none"> <li>● MyPerspectives : Tool Kit <ul style="list-style-type: none"> <li>○ Writing</li> <li>○ Research</li> </ul> </li> <li>● MLA or APA Style Handbook</li> <li>● Purdue Owl: <ul style="list-style-type: none"> <li>○ <a href="https://owl.english.purdue.edu/owl/">https://owl.english.purdue.edu/owl/</a></li> </ul> </li> </ul>	

<b>SPEAKING AND LISTENING</b>	
<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p>Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>SL.11-12.1.</p>
<p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p>	<p>SL.11-12.1.a.</p>
<p>A. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p>	<p>SL.11-12.1.b.</p>
<p>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>	<p>SL.11-12.2.</p>

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>	
<ul style="list-style-type: none"> <li>● MyPerspectives : Tool Kit <ul style="list-style-type: none"> <li>○ Research</li> </ul> </li> </ul>	

<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.
A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	L.11-12.1.a.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.11-12.2.
A. Spell correctly.	L.11-12.2.b
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. 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. B. Identify and correctly use patterns of	L.11-12.4.a-d.

<p>word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5.
B. 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>	
<ul style="list-style-type: none"> <li>● Dictionary</li> <li>● Thesaurus</li> <li>● Glossary</li> <li>● Google Search Engine</li> <li>● Writer’s Coach</li> </ul>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>
<ul style="list-style-type: none"> <li>● Selection Test</li> <li>● Unit Test</li> </ul>	<ul style="list-style-type: none"> <li>● Performance Task Writing Personal Narrative</li> <li>● Performance Task Speaking and Listening</li> <li>● Performance Based Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>○ Part 1 (Personal Narrative)</li> <li>○ Part 2 (Presentation)</li> </ul>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
MyPerspectives Textbook 1984 A Doll’s House A Curious Incident of the Dog in the Nighttime The Way to Wealth The Way of the World \The Picture of Dorian Gray Lucy	<ul style="list-style-type: none"> <li>● UpFront Magazine</li> <li>● Prentice Hall Writing Coach</li> </ul>	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
PBA 1	Write narratives to develop real or imagined experiences or events	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters

<b>Suggested Modifications</b>
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- 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

## **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: Finding a Home (MyP Unit 6)

### Unit Summary

In this unit, through reading, writing, speaking and listening, students will learn about home, considering concepts relating to place and where and how one establishes a home. Students will read a variety of texts as they answer as a class, in small groups, and independently, what does it mean to call a place a home?

### Essential Questions

What does it mean to call a place a home?

### 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	

<p>provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>RL 11-12.6</p>
<p>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>RL 11-12.9</p>
<p>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>RL 11-12.10</p>
<p>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.</p>	<p>RL 11-12.11</p>
<p>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.</p>	
<p>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>	
<p>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events in</p>	<p>RL 11-12.3</p>
<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and</p>	<p>RL 11-12.4</p>

<p>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> <p>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> <p>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> <p>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.</p>	<p>RL 11-12.5</p> <p>RL 11-12.6</p> <p>RL 11-12.7</p>
<p>Suggested Materials/Educational Resources</p>	
<p>Whole -Class learning texts  Small-Group learning texts  Independent learning  <a href="http://historyofengland.typepad.com/">http://historyofengland.typepad.com/</a> (podcast History of England)</p>	

Novels (optional)

WRITING	
Critical Knowledge and Skills	Standards
<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1. 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.</p> <p>B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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.</p> <p>C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>D. 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>E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p>	<p>W11-12.1</p>

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.

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.

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.

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.

D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Write narratives to develop real or imagined experiences or events using

W11-12.2

<p>effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> <li>1. 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.</li> <li>2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</li> <li>3. 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).</li> <li>4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</li> <li>5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol>	<p>W11-12.3</p>
<p><b>Production and Distribution of Writing</b></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>W11-12.4</p>
<p>Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>W11-12.5</p>

<p>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>	<p>W11-12.6</p>
<p>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>	
<p><b>Research to Build and Present Knowledge</b></p>	
<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>W11-12.7</p>
<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).</p>	<p>W11-12.8</p>
<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>A. 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”).</p>	<p>W11-12.9</p>

<p>B. Apply <i>grades 11–12 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal 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., <i>The Federalist</i>, presidential addresses]”).</p> <p><b>Range of Writing</b></p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p>	<p>W11-12.10</p>
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**Suggested Materials/Educational Resources**

Whole-Class learning texts  
 Small-Group learning texts  
 Independent learning  
<https://www.youtube.com/watch?v=oCmzoYxl9LA> (informative essay how to)  
[http://achievethecore.org/category/330/student-writing-samples?filter\\_cat=504&sort](http://achievethecore.org/category/330/student-writing-samples?filter_cat=504&sort)

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
<p><b>Comprehension and Collaboration</b></p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful,</p>	<p>SL:11-12.1</p>

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.

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.

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.

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.

SL11-12.2

SL11-12.3

<p><b>Presentation of Knowledge and Ideas</b> Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p> <p>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> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<p>SL11-12.4</p> <p>SL11-12.5</p> <p>SL11-12.6</p>
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<p>Suggested Materials/Educational Resources</p> <p>Whole-Class learning texts</p> <p>Small-Group learning texts</p> <p>Independent learning</p> <p><a href="http://www.heritagecollegeready.org/ourpages/auto/2013/9/30/51224870/u1_exeterbk_seafarer_se.pdf">http://www.heritagecollegeready.org/ourpages/auto/2013/9/30/51224870/u1_exeterbk_seafarer_se.pdf</a></p>
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**LANGUAGE**

<b>Critical Knowledge and Skills</b>	<b>Standards</b>
<p><b>Conventions of Standard English</b></p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling</p>	<p>L11-12.1</p> <p>L11-12.2</p> <p>L11-12.3</p>

<p>when writing.</p> <p>A. Observe hyphenation conventions.</p> <p>B. Spell correctly.</p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.</p> <p>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.</p> <p>A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</p> <p>C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L11-12.4</p> <p>L11-12.5</p>
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<p>A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>B. Analyze nuances in the meaning of words with similar denotations.</p> <p>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.</p>	<p>L11-12.6</p>
<p style="text-align: center;"><b>Suggested Materials/Educational Resources</b></p> <p style="text-align: center;">Whole-Class learning texts Small-Group learning texts Independent learning</p>	

<b>ASSESSMENT PLAN</b>	
<b>District/School Formative Assessment Plan</b>	<b>District/School Summative Assessment Plan</b>

<p>Annotations Evidence logs Analyzing craft and structure Author’s style Performance Task: Writing Focus Performance Task Prep Comprehension Checks (optional)</p>	<p>Performance Based Assessment Part 1 Performance Task (Small Group) Performance Based Assessment Part 2</p>	
<b>District/School Texts</b>	<b>District/School Supplementary Materials</b>	
<p>My Perspectives Writers Coach Optional Novels</p>	<p>NYT UPFRONT Magazine</p>	
<b>District/School Writing Tasks</b>		
<b>Task</b>	<b>Primary Focus</b>	<b>Secondary Focus</b>
<p>PBA 1</p>	<p>Informative Essay - Write informative texts to</p>	<p>Establish and maintain a formal style and objective</p>

	examine and convey complex ideas through the effective selection, organization, and analysis of content.	tone while attending to the norms and conventions of the discipline.
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<b>Suggested Modifications</b>
<ul style="list-style-type: none"> <li>- Modified assessment tasks/rubrics</li> <li>- Additional time for completion</li> <li>- Paired activities</li> <li>- Reading written instructions</li> <li>- Providing notes/study guides</li> <li>- Modeling and providing examples</li> <li>- Non-verbal cues</li> <li>- Bilingual dictionary use</li> <li>- Pairing visual prompts with verbal presentations</li> <li>- Highlighting key words and key strategies</li> <li>- Preferred seating</li> <li>- RTI</li> <li>- Scaffolding complexity level of questioning</li> <li>- Differentiated assignment of novels and short readings</li> <li>- Assist with organization/planning</li> <li>- Provide graphic organizers/partially completed activities</li> <li>- Others as determined appropriate by IEP/504/I&amp;RS plan/RTI plan/classroom instructor</li> </ul>
<b>Interdisciplinary Connections</b>
<ul style="list-style-type: none"> <li>- Historical influence of time periods in which texts were written and/or represent</li> </ul>

<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 Informational/Explanatory Grades 11-12</a>





