

**Davison Community Schools
ADVISORY CURRICULUM COUNCIL
English 11-DAE and DHS
Phase II, April 2014**

College English 11

Course Essential Questions (from Phase I report):

Writing:

- How can writers draw upon mentor texts to generate ideas and then revise, edit, and publish focused pieces?
- How can writers independently gather, focus, and logically organize ideas about a topic and share it with an audience?
- How can writers craft a piece of writing being mindful of its purpose, audience, focus, and topic?

Reading:

- How can readers take charge of their own reading lives?
- How can readers use comprehension strategies to deepen their understanding of a text?
- How can readers reflect and respond to what they read?

Language/Speaking and Listening:

- How can I prepare for and participate in a range of conversations and collaborations?
- How can I use my understanding of language to communicate clearly and effectively?
- How can I use my understanding of language to improve my written and oral communication?

Phase II Curriculum

Unit 1: Mistakes of Our Past Shape the American Identity (The Puritan Legacy)

Essential Questions:

1. In American literature, who are the Puritans and what do they believe about human nature?
2. How does a time period of a society influence the literature created?
3. How do authors use allegory to develop deeper meaning in a text?
4. How can American literature texts from more than one time period connect thematically?
5. How do I read American texts from more than one time period?

Essential Understanding:

1. The Puritans are a group of people who believed that life is a journey to salvation and used religion to guide their daily lives.
2. The philosophical, political, religious, ethical, and social influences of a historical shapes the literature of a time period.
3. Authors connect literature to events and characters of the past to develop a deeper meaning in the text.
4. Common themes transcend different time periods to connect literature.
5. Active reading strategies help students read with more purpose and understanding.

Curriculum Standards- DOK noted where applicable with Standards

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Reading: Literature

RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL. 11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL. 11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL. 11-12.5. 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. 11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI. 11-12.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RI. 11-12.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RI. 11-12.3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> Puritan background and beliefs Puritan writing style and purpose Puritan writing influences an American contemporary piece (<i>The Crucible</i>) <i>The Crucible</i> characters that connect to people during the Communist Red Scare The events of the Salem Witch Trials that connect to the events of the Communist Red Scare Similar themes can be found in a variety of Puritan writings and <i>The Crucible</i> (an American contemporary text) 	<ul style="list-style-type: none"> I can explain the Puritans and what they believe about human nature. I can use a note synthesizer to explain the Puritans and their connection to American literature. I can draw connections from the Puritan Era to modern society. I can justify how a time period of a society influences the literature of that society. I can access and understand informational texts in order to understand time period literature. I can find examples of societal influence in the texts. I can annotate sources and texts for deeper understanding and support my analysis. I can explain how authors use allegory to develop deeper meanings in text. I can discuss the use of allegory as a literary

<ul style="list-style-type: none"> • Annotation strategies help to identify and analyze strong textual support • <i>The Crucible</i> is an American drama • Specific individuals, ideas, and events interact and develop over the course of the text 	<p>device.</p> <ul style="list-style-type: none"> • I can analyze key quotations for importance and significance to characters and text. • I can read and draw connections between American literature texts from more than one time period. • I can find common themes in a variety of literature. • I can analyze the drama for multiple interpretations. • I can examine Arthur Miller's reasons for writing <i>The Crucible</i>. • I can read drama and analyze the events for the plot for understanding the development of the story.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 2: Synthesis Essay	
Essential Questions:	Essential Understanding:
<ol style="list-style-type: none"> 1. How is <i>The Crucible</i> an allegory for The Red Scare? 2. How can I synthesize multiple sources to 	<ol style="list-style-type: none"> 1. Arthur Miller uses the events and characters of the Salem Witch Trials to allegorize the Red Scare of the 1950s. 2. Claims can be supported through multiple

<p>support a claim?</p> <p>3. How do I write an essay using MLA format?</p> <p>4. How do I write a full process essay in response to a prompt?</p>	<p>sources by combining complex concepts.</p> <p>3. By practicing, using classroom resources and accessing online resources, correct MLA format will be implemented.</p> <p>4. A full process essay consists of pre-writing, outlining, drafting, revising and editing, and producing a final copy.</p>
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Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-LITERACY.W.11-12.1

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

CCSS.ELA-LITERACY.W.11-12.1.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.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.4

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.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.9.B

Apply *grades 11-12 Reading standards* to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., *The Federalist*, presidential addresses]").

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none">• The definition of an allegory, and how writers use this technique to tell their own story.• Annotation is a skill that aids readers in identifying unfamiliar vocabulary, key details and main ideas that may need to be explored further.• MLA style formatting is easily accessible in reference guides, and I know to consult them as necessary.• Using evidence from a variety of sources strengthens my argument.• A full-process essay requires brainstorming, drafting, revising and editing.• I know how to use proper grammar and usage in my writing.	<ul style="list-style-type: none">• I can explain how <i>The Crucible</i> is an allegory for the Communist Red Scare of the 1950's.• I can use multiple sources to justify my claims of how <i>The Crucible</i> is an allegory.• I can draw evidence from literary (<i>The Crucible</i>) and informational texts to support my claim through research, reflection, and analysis.• I can gather relevant information from multiple print sources.• I can develop a strong thesis statement to guide the development of my paper.• I can write an essay using proper MLA format.• I can use in-text citations to document my sources.• I can integrate relevant information into my essay, maintaining the flow of ideas while avoiding plagiarism and/or over reliance of any single source.• I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins).• I can properly format my Works Cited page.

	<ul style="list-style-type: none"> • I can complete a full process paper, including documenting sources, an MLA outline, a rough draft, revision and a final copy. • I can use a class strategy to document my sources. • I can create an outline. • I can create a rough draft which aligns with my thesis and outline. • I can revise and edit my paper to improve my analysis, style, tone, purpose and audience. • I can use technology to produce and update my written work.
Phase III: Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 3—Americans: Past, Present, and Future (Marking Period 2)	
Essential Questions:	Essential Understanding:
1. What effect did Rationalism have on developing the new American political system?	1. The American political system developed through the Rationalist idea of using logic and reason to solve complex problems.
2. How do the texts I am reading relate to the overarching theme of human rights and values?	2. Readers explore how historical texts establish a connection between a given topic and basic human values.
3. How are issues in text and film relevant to society today?	3. Readers explore historical texts and connect to modern societal issues.
4. How does the historical period influence the	4. Readers develop a deeper understanding of a

purpose or message of a text?	text through a focused study of historical period.
5. How are foundational documents, informational texts, and literature connected?	5. Readers apply their knowledge of historical and cultural contexts to the reading of literature, since literature is heavily influenced by the time and place it was written.
6. How do I read difficult historical texts?	6. Readers approach difficult texts various times, each with a different purpose to discover what is meant and how the text influences the reader's views.
7. How does documentary film portray important American issues and values?	7. Through narration and documentation, films portray American issues and values.
8. How are rhetorical techniques and persuasive devices used in print and film sources?	8. Authors and directors use rhetorical techniques and persuasive devices to

Curriculum Standards- DOK noted where applicable with Standards

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.11-12.2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

RI. 11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI. 11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

RI. 11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.11-12.7. 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. 11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Writing

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.
- SL.11-12.1c. 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.11-12.1d. 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS: English Language Arts 6-12, CCSS: Grades 11-12, Language

6. Acquire and use accurately a range of 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. 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.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know characteristics of Rationalism. • I know how persuasive appeals (logos, pathos, ethos) affect an argument. • I know how the following rhetorical devices are used: anecdote, analogy, aphorism, rhetorical question, parallelism, repetition and figurative language. • I know American human rights and values 	<ul style="list-style-type: none"> • I can explain the effect of Rationalism on the development of the new American political system. • I can read and analyze informational texts on the Rationalist time period. • I can name common Rationalist beliefs. • I can label Rationalist beliefs in a text. • I can explain how the texts I am reading

<p>and how they are portrayed in a text.</p> <ul style="list-style-type: none"> ● I know how to identify American foundational documents. ● Films can utilize rhetorical and persuasive techniques as well. ● Paraphrasing is a skill that captures the essence of a text. ● Events in history influence an author's purpose. 	<p>relate to the theme of human rights and values.</p> <ul style="list-style-type: none"> ● I can determine how the meanings of words and phrases are used to persuade an audience. ● I can find examples of ethos, logos, and pathos in texts. ● I can find examples of persuasive techniques and literary devices in texts. ● I can analyze an author's purpose and evaluate his/her effectiveness. ● I can explain how the issues of human rights and values are relevant to today's society. ● I can connect literature and universe themes to today's society. ● I can draw connections between current issues to the American principals from the texts. ● I can determine how the historical period influenced the purpose and/ or message of the text. ● I can analyze the historical texts for connection to political actions. ● I can analyze how foundational documents, informational texts, and literature connected based on themes, purposes, and rhetorical features. ● I can compare different texts. ● I can use reading strategies to read and understand difficult historical texts. ● I can annotate historical texts for persuasive techniques, literary devices, and rhetorical devices. ● I can paraphrase historical documents. ● I can analyze how documentary film portrays important American issues and values. ● I can determine American core values as shown in the studied film. ● I can employ note-taking strategies during film viewing. ● I can find rhetorical techniques and persuasive devices in print and film sources. ● I can list persuasive techniques used in a film. ● I can identify tracks used throughout the
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	film.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 4: Persuasive Editorial	
Essential Questions:	Essential Understanding:
1. What is the purpose of a persuasive editorial?	1. Authors of persuasive editorials see problems that concern them and study the problem so they can voice their opinion in an evidence-based argument.
2. How do editorial writers develop a precise and knowledgeable claim?	2. Writers of editorials ask: What do I do with this issue/problem/conflict? What does it do to me? They use these questions to develop an inquiry in which they research texts (print, digital, visual) to develop claims and counterclaims on the issue/problem/conflict of personal interest.
3. How do persuasive elements enhance an argument?	3. Editorial writers use a variety of elements to structure and develop a line of reasoning.
4. How do we address counterclaims in an editorial?	4. By addressing potential counterclaims, writers can refute the other side's claims.

5. How do we use knowledge of audience to shape the editorial?	5. Writers choose appropriate language, tone and evidence to appeal and establish ethos with a specific audience.
6. How do we determine the order of relevant evidence?	6. Writers are purposeful in determining the arrangement of evidence.
7. How do the elements we use to write an editorial transfer to other ways of thinking?	7. Writers use editorial writing to influence change in an aspect of society.
8. How do I write a full-process persuasive editorial essay?	8. Writers use pre-writing, drafting, revising and editing to produce a final product.

Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.11-12.1a 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.

CCSS.ELA-Literacy.W.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-Literacy.W.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-Literacy.W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.W.11-12.4 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.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

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

CCSS.ELA-Literacy.W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
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<ul style="list-style-type: none"> ● Incorporate persuasive techniques such as logos, pathos, and ethos ● Incorporate rhetorical devices such as anecdote, aphorism, analogy, repetition, parallelism, rhetorical question, call to action, expert opinion, figurative language counterargument and rebuttal, vivid imagery, and expressive diction. ● Critical citizens read and write to engage in the world. ● Writers of editorials study the genre in order to build a model and menu of the writing they wish to use to express their ideas about the world. ● MLA style formatting is easily accessible in reference guides, and I know to consult them as necessary. ● Using evidence from a variety of sources strengthens my argument. ● A full-process essay requires brainstorming, drafting, revising and editing. ● I know how to use proper grammar and usage in my writing. 	<ul style="list-style-type: none"> ● I can explain the purpose of a persuasive editorial. ● I can develop a precise and knowledgeable claim for my paper. ● I can write a strong thesis statement. ● I can establish the significance of the claim by supporting my thesis. ● I can use persuasive elements to enhance my argument. ● I can include persuasive techniques, rhetorical devices, and literary devices to strengthen my paper. ● I can address counter claims in an editorial. ● I can anticipate and address opposing viewpoints. ● I can shape my editorial to appeal to a specific audience. ● I can adjust my structure and language in order to appeal to a specific audience. ● I can establish ethos to engage a specific audience. ● I can determine the most relevant evidence. ● I can use class texts in order to support my thesis. ● I can put my evidence in order from weakest to strongest. ● I can use my editorial to build a call to action. ● I can write a full process persuasive editorial. ● I can complete a prewrite organizer based on a specific value. ● I can write a rough draft with at least one in-text citation. ● I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins). ● I can properly format my Works Cited page. ● I can revise and edit my paper in order to produce clear and coherent writing. ● I can use proper grammar conventions and structures. ● I can peer-review a classmate's paper using a given checklist. ● I can use technology to produce and
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	update my editorial.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit: 5 –Realistic Fiction (To Kill a Mockingbird)	
Essential Questions:	Essential Understanding:
1. What is realistic fiction?	1. Realistic fiction presents characters and events that are realistic in locations that either exist or could exist.
2. How does the author use historical events to help tell her story?	2. The Civil Rights Movement and the Great Depression provide the author with a powerful backdrop to explore the volatile theme of inequality in Southern America.
3. What is the purpose of an author developing characters, setting, and events in a realistic fiction piece?	3. Characters, setting, and events evolve over the course of novel in order to convey the author's message and/or themes.
4. How does an author use allusions and idioms to enhance a text?	4. Allusions and idioms help readers make real-world and modern linguistic connections to the

5. How does an author use themes in a novel to develop a reader's mindset?	text.
6. What are active reading strategies to enhance understanding of a novel?	5. Through the craft of writing an author delivers his/her message by evoking thoughts and emotions based on what he/she wants readers to believe.
	6. Engaged readers ask questions about the text, define unknown vocabulary, discuss plot, and respond to their reading by answering questions.

Curriculum Standards- DOK noted where applicable with Standards

CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5 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.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RI.11-12.7 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.

CCSS.ELA-LITERACY.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.1.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.

CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • Realistic fiction is not a true story, but portrays characters and events as they actually are; stories that could happen in the real world • The historical events that influence the novel such as The Great Depression and Civil Rights of the 1930s • Characters develop and change throughout the novel in response to events and in regard to the setting. • How to interpret allusions and idioms through coclund research • how to analyze and connect theme development through a novel • Utilizing reading strategies can deepen understanding of the novel 	<ul style="list-style-type: none"> • I can define realistic fiction. • I can find characteristics of realistic fiction within a text. • I can explain how the author was influenced by historical events. • I can analyze the text for historical influences. • How do setting, characters, and events develop through the course of a novel? • I can analyze the ideas and events through the sequence of events. • I can analyze character development based on direct and indirect characterization. • I can explain how the author uses allusions and idioms to enhance a text. • I can find examples of allusions and idioms in the text. • I can explain the allusions and idioms found in the text. • I can use allusions to determine historical connections to the text. • I can analyze how an author uses themes in a novel to develop a reader's mindset. • I can read the text to find central themes and analyze the themes' development over the course of the text. • I can determine how theme is important to text and character development. • What are active reading strategies to enhance understanding of a novel? • I can use context clues and / or look up unfamiliar vocabulary. • I can ask questions for clarification of confusing text portions. • I can mark or identify key passages and/ or quotes. • I can discuss plot with other readers. • I can answer guided reading questions.
Phase III Textbook/Materials	

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 6: Literary Analysis	
Essential Questions: <ol style="list-style-type: none"> 1. What is a literary analysis? 2. How do I analyze a piece of literature in writing? 3. How do I use textual evidence to support a claim? 4. How do I produce a full-process paper? 5. How do I properly cite textual evidence in MLA format? 6. How can I demonstrate proper usage and conventions in my writing? 	Essential Understanding: <ol style="list-style-type: none"> 1. A literary analysis demonstrates knowledge of why an author uses specific ideas, words choices, or writing choices to convey his or her message. 2. Writing will focus on specific attributes of a text, examine it closely to see how its individual parts throughout the novel interact to create meaning. 3. Identifying relevant direct quotations or paraphrases will support a chosen topic. 4. A full-process paper includes pre-writing, drafting, revising and editing to produce a final product. 5. All textual evidence is cited with both parenthetical/in-text citations and a Works Cited. 6. Writing without error and a formal voice show understanding and command of English language control.
Curriculum Standards- DOK noted where applicable with Standards	

CCSS.ELA-LITERACY.W.11-12.1

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

CCSS.ELA-LITERACY.W.11-12.1.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.

CCSS.ELA-LITERACY.W.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.W.11-12.1.D

Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E

Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-LITERACY.W.11-12.4

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.)

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.6

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

CCSS.ELA-LITERACY.W.11-12.7

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

CCSS.ELA-LITERACY.W.11-12.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.11-12.9.A

Apply *grades 11-12 Reading standards* to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

CCSS.ELA-LITERACY.W.11-12.10

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

CCSS.ELA-LITERACY.L.11-12.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.11-12.1.A

Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

CCSS.ELA-LITERACY.L.11-12.1.B

Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage*, *Garner's Modern American Usage*) as needed.

CCSS.ELA-LITERACY.L.11-12.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.11-12.2.A

Observe hyphenation conventions.

CCSS.ELA-LITERACY.L.11-12.2.B

Spell correctly.

CCSS.ELA-LITERACY.L.11-12.3

Apply knowledge of language to understand how language functions in different contexts, to make effective

choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING TARGETS

Knowledge/Content

I Know ...

- A literary analysis is a close examination of an author's text.
- I know a literary analysis uses textual evidence to support a thesis.
- I know that a full process paper consists of a pre-write, rough draft, revision, and final copy.
- I know how to accurately cite text references from a novel.
- I know how to make a claim that is fully supported throughout the body of essay.
- I know how to use proper grammar and usage in my writing.

Skills/Processes

I Can ...

- I can define a literary analysis.
- I can analyze a piece of literature in writing.
- I can write a full process literary analysis paper.
- I can focus my paper topic and development on a literary element.
- I can cite strong and thorough textual evidence to support my analysis.
- I can support a thesis (claim) by use of relevant evidence.
- I can analyze complex ideas and event sequences to support my literary analysis.
- I can produce a full-process paper.
- I can complete a prewrite organizer based on a literary element.
- I can write a rough draft with in-text citations.
- I can revise and edit my paper in order to produce clear and coherent writing.
- I can use technology to produce and update my editorial.
- I can properly use MLA formatting.
- I can use MLA format for the structure of the paper (header, title, page numbers, font, size, margins).
- I can properly format my Works Cited page.
- I can use proper grammar conventions and structures.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 7: Developing an American Voice through Narration	
Essential Questions: 1. How does narrative structure fit into non-fiction? 2. How does an author create a distinct voice? 3. How does an author use personal experience to convey his or her message? 4. What reading strategies are used to deepen understanding of nonfiction	Essential Understanding: 1. Authors use narrative structure when writing a personal essay or novel. 2. Authors create a distinct voice through revealing personal experiences and choosing appropriate diction and syntax. 3. Annotation, guided reading questions, discussions can deepen understanding of nonfiction. 4. Readers ask questions, define unfamiliar words, paraphrase, annotate, and discuss reading to deepen their understanding of a text.
Curriculum Standards- DOK noted where applicable with Standards	
CCSS.ELA-Literacy.RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. CCSS.ELA-Literacy.RL.11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. CCSS.ELA-Literacy.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). CCSS.ELA-Literacy.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on	

meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

CCSS.ELA-Literacy.RL.11-12.5 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.

CCSS.ELA-Literacy.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

CCSS.ELA-Literacy.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

CCSS.ELA-Literacy.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.11-12.2 Determine two or more 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 provide a complex analysis; provide an objective summary of the text.

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

CCSS.ELA-Literacy.L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> • I know how to read actively. • I know how to identify traits and characteristics of narrative writing. • I know how to identify an author purpose and voice through diction and syntax. • I know how an author utilizes a personal experience to connect with his audience. • I know how to distinguish an author's tone. 	<ul style="list-style-type: none"> • I can annotate a text by defining unfamiliar words, marking key ideas in the text, commenting in the margins. • I can identify and analyze figures of speech in a text. • I can identify and analyze the development of a central idea in a text. • I can identify an author's purpose in a text. • I can identify an author's style and analyze how it contributes to the beauty of a text. • I can analyze how an author's arrangement of a text affects its success. • I can cite parts of an author's text to support my inferences and analysis.

Phase III Textbook/Materials

Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	

Phase II Curriculum	
Unit 8: Personal Essay (College Application Essay)	
Essential Questions: 1. What is the focus of a personal essay? 2. How can this essay prepare students for college, employment, or post-secondary success? 3. How can students incorporate narrative structure in personal writing? 4. How do students write a full process narrative essay?	Essential Understanding: 1. A personal narrative shares an experience that highlights character attributes. 2. The personal essay prepares students for similar essay or conversations about themselves that occurs in post-secondary events. 3. Narrative structure helps a student develop an effective voice to share experiences and engage an audience. 4. A full process essay consists of pre-writing, drafting, revising, editing, and producing a final copy.
Curriculum Standards- DOK noted where applicable with Standards	
CCSS.ELA-Literacy.W.11-12.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-Literacy.W.11-12.1a 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. CCSS.ELA-Literacy.W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-Literacy.W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-Literacy.W.11-12.2. Write informative/explanatory texts to examine and convey	

complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.W.11-12.2a. 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.

CCSS.ELA-Literacy.W.11-12.2b 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.

CCSS.ELA-Literacy.W.11-12.2c 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.

CCSS.ELA-Literacy.W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

CCSS.ELA-Literacy.W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-Literacy.W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

CCSS.ELA-Literacy.W.11-12.4. 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.)

CCSS.ELA-Literacy.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

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

CCSS.ELA-Literacy.W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.11-12.9a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

CCSS.ELA-Literacy.W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

LEARNING TARGETS

Knowledge/Content I Know ...	Skills/Processes I Can ...
<ul style="list-style-type: none"> I know personal essays can be useful in understanding my positive character attributes. I know a full process essay consist of multiple steps. I know stylistic writing elements help 	<ul style="list-style-type: none"> I can explain the purpose of a personal essay and how it can be used in my future. I can complete a full process paper, including a pre-write, a rough draft, revision and a final copy. I can create a pre-write.

<p>strengthen a personal essay.</p> <ul style="list-style-type: none"> • I know creating a distinct voice help the success of a personal essay. • I know how to use narrative structure to achieve a purpose. • I know to engage my audience when writing an essay. 	<ul style="list-style-type: none"> • I can create a rough draft which aligns with my thesis and outline. • I can revise and edit my paper to improve my analysis, style, tone, purpose and audience. • I can use technology to produce and update my written work. • I can use precise language to create a distinct voice in my writing. • I can focus on addressing the most specific needs for a purpose and audience. • I can enhance my writing style through the use of rhetorical devices. • I can use narrative structure to share real events for the purpose of spotlighting my character attributes.
Phase III Textbook/Materials	
Phase IV Summative Assessment Evidence	
Common Summative Unit Assessments:	Agreed Upon Interim Summative Assessments: (*identifies Performance Task)
Phase V Learning Plan	