

**Davison Community Schools  
ADVISORY CURRICULUM COUNCIL**

*Phase I/II, April 15, 2014*

**Brandi Adams, Rob Belprez, Tracey Fowler, Christine Harrison,  
Shannon Kelsey, Amy Sherlock, Kristin Slattery, Janey McGlashen**

**English 12**

**Course Essential Questions:**

**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 Senior Exit Project**

**Essential Questions:**

- Why is it essential to present oneself professionally in writing and in person?
- How can one capitalize on their strengths and recognize weaknesses?
- How can a person make an important contribution to his/her community?
- What skills help a person independently achieve goals?
- Why should community resources be utilized to support post-secondary and future career plans?

**Essential Understanding:**

- Professionalism opens the door to future opportunities.
- Identifying individual strengths and weaknesses allow for personal growth and opportunities.
- By stepping beyond one's comfort zone and responding to the needs of their community, a person can make an important contribution.
- Organization, planning, time management, critical thinking, problem solving, creativity, self-motivation, and vision all contribute to achieving one's goals and meeting deadlines.
- Making connections and creating a network beyond the classroom can broaden understanding and benefit one's future.

**Curriculum Standards**

**Writing Standards Grade 11-12**

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. 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. 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.

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.

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

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

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).

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.)

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.

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.10. 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.

#### **Standards for Speaking and Listening Grade 11-12**

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. 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.

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### **Language Standards Grade 11-12**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

contested.

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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

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.

Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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.

<b>Knowledge/Content</b> I know...	<b>Skills/Processes</b> I can...
<ul style="list-style-type: none"> <li>• The components of a resume, cover letter, and thank you note</li> <li>• Proper interview etiquette</li> <li>• The benefits of planning ahead and time management.</li> <li>• The benefits of making and utilizing community connections.</li> <li>• The importance of setting goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide appropriate answers to interview questions</li> <li>• Practice appropriate interview etiquette (eye contact, firm handshake, smile, wear proper attire, etc.)</li> <li>• Access CareerCruising.com to support my understanding of various career options.</li> <li>• Propose and plan for a long-term project and follow through on its completion.</li> <li>• Give a formal presentation using content, form, voice, and style, appropriate to the audience and purpose.</li> <li>• Communicate with community members and/or career professionals outside the classroom.</li> <li>• Use the writing process. Show evidence that the final product is a result of the writing process. Document with artifacts including prewriting activities, drafts, revisions, edits and final work.</li> <li>• Document a learning experience with evidence and artifacts.</li> <li>• Reflect on how this project experience has aided my personal growth.</li> <li>• Understand and use the English language effectively.</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<p><b>Common Summative Unit Assessments:</b> SEE SENIOR EXIT PROJECT HANDBOOK</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
---	---

## Phase V Learning Plan

### Phase II Curriculum

#### Unit 2: Foundations of Effective Communication

##### Essential Questions:

- What responsibilities do communicators have?
- What are the elements of the communication process?
- What are the traits of a confident speaker?
- How can one gain confidence as a speaker?
- What does active listening look like and why is it important?
- What are the different purposes of listening?
- What role does body language play in the communication process?

##### Essential Understanding:

- Speakers have social and ethical responsibilities to their message and their audience.
- The communication process is comprised of the sender, message, audience, and feedback.
- A confident speaker makes a positive impression on their audience and shows conviction, organization, enthusiasm, and dedication.
- A speaker gains confidence through repeated practice and organization, feedback from others, and positive intrapersonal communication.
- Active listeners make eye contact, ask questions, take notes, summarize the message, and use good listening posture.
- People listen for enjoyment, to discern messages, to show empathy, and to make critical decisions.
- Body language can reinforce, detract, or contradict the verbal message.

##### Curriculum Standards

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.11-12.7. 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

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.

- 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.
- Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. 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.

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- Analyze nuances in the meaning of words with similar denotations.

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.

**Knowledge/Content**

I know...

- The components of the communication process.
- The different types of listening.
- The planks of confidence.
- The impact that personal space (proxemics) has while communicating.
- The traits of an active listener.
- The significance of nonverbal language in the communication process.

**Skills/Processes**

I can...

- Identify various meanings of body language.
- Describe the communication process as a circular model
- Listen actively.
- Demonstrate body language appropriate to a message.
- Use the planks of confidence to decrease personal speaking anxiety
- Recognize appropriate listening styles for a given situation

**Phase III Textbook/Materials**

- Chapter 1— Basics of Communications Process
- Chapter 2—Building Confidence & Overcoming Stage Fright
- Chapter 3—Listening
- Chapter 4—Nonverbal Communication

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b> <ul style="list-style-type: none"> <li>•</li> </ul>
--	---

**Phase V Learning Plan**

--	--

**Phase II Curriculum**

**Unit 3: Public Speaking**

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What aspects of vocal delivery help or hinder personal appeal and messages?</li> <li>• How does physical delivery help or hinder personal appeal and messages?</li> <li>• What are the different methods for delivering a speech?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>• Volume, rate, articulation, pronunciation, emphasis, and pitch help to engage the audience with one’s message.</li> <li>• Gestures, eye contact, platform movement, and facial expressions help to engage the audience with one’s message.</li> <li>• Vocal pauses, fidgeting, lack of eye contact, and a monotonous vocal tone detract from a speaker’s message.</li> <li>• Speeches can be delivered in manuscript, extemporaneous, impromptu, and memorized form. There are advantages and disadvantages to each method of delivering a speech.</li> </ul>
---	--

**Curriculum Standards**

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.11-12.4. 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).

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.11-12.3. 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.

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when

indicated or appropriate.	
<b>Knowledge/Content</b> I know...	<b>Skills/Processes</b> I can...
<ul style="list-style-type: none"> <li>• Good speakers vary their volume, pitch and rate, articulate and enunciate clearly, and emphasize words appropriately to enhance their speech and engage their audience.</li> <li>• Gestures, eye contact, platform movement, and facial expressions help to engage the audience with one's message.</li> <li>• Speeches can be delivered in manuscript, extemporaneous, impromptu, and memorized form.</li> <li>• There are advantages and disadvantages to each method of delivering a speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve my delivery by using vocal variety</li> <li>• Improve my delivery by using movement and expressions</li> <li>• Deliver extemporaneous and impromptu speeches which engage my audience.</li> <li>• Avoid distracting elements while delivering a speech</li> </ul>
<b>Phase III Textbook/Materials</b>	
<ul style="list-style-type: none"> <li>• Chapter 12—Delivery</li> </ul>	
<b>Phase IV Summative Assessment Evidence</b>	
<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Phase V Learning Plan</b>	
<ul style="list-style-type: none"> <li>•</li> </ul>	

<b>Phase II Curriculum</b>	
<b>Unit 4: Logic and Persuasion</b>	
<b>Essential Questions:</b>	<b>Essential Understanding:</b>
<ul style="list-style-type: none"> <li>• What are the various persuasive appeals and how do they impact an audience's perception of a message?</li> <li>• What are fallacies and how do they compromise the validity of one's argument?</li> <li>• Why is it important to critically examine the logic of an argument?</li> <li>• Why should someone approach a topic differently when addressing a particular type of</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional, logical, and ethical/personal appeals strengthen the impact of an argument.</li> <li>• Fallacies are errors in logic, which result in invalid arguments.</li> <li>• People can be manipulated through the use of fallacious reasoning in an argument.</li> <li>• Delivery style impacts the audience's perception of the speaker</li> <li>• An audience can be supportive, opposed,</li> </ul>

<p>audience?</p> <ul style="list-style-type: none"> <li>• What mental processes are used to logically solve problems?</li> </ul>	<p>indifferent, or uncommitted to a speaker’s message.</p> <ul style="list-style-type: none"> <li>• People use deductive and inductive reasoning to determine the strength of an argument.</li> </ul>
--	---

**Curriculum Standards**

**Reading Standard for Informational Text**

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.11-12.2 .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.

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).

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.

**Writing Standards**

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.)

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.

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.

W.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8 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.

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.

**Standards for Speaking and Listening**

1. 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.

**Language Standards**

SL.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

SL.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.

a. Vary syntax for effect, consulting references (e.g., *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

<b>Knowledge/Content</b>	<b>Skills/Processes</b>
I know....	I Can...

<ul style="list-style-type: none"> <li>Arguments are based on solid-evidence, logic, and personal beliefs.</li> <li>Logical fallacies such as appeal to nature, appeal to tradition, strawman, ad hominem, appeal to pity, and sweeping generalization weaken an argument.</li> <li>Common advertising techniques, persuasive appeals, and fallacies</li> </ul>	<ul style="list-style-type: none"> <li>Create a convincing, well-supported, argument.</li> <li>Identify when logical fallacies are used in an argument</li> <li>Identify where and how persuasive techniques and/or fallacies are used in a commercial message.</li> <li>Defend a position with logic, reasoning, and research.</li> <li>Critically analyze the logic behind an author's/ speaker's message</li> <li>Analyze an argument for logical structure</li> </ul>
---	---

**Phase III Textbook/Materials**

*Speech* (Glencoe) Chapters 10, 14

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
---	--

**Phase V Learning Plan**

--	--

**Phase II Curriculum**

**Unit 5: Applying Research and Writing Skills**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>How is the writing process recursive?</li> <li>Where does one find credible sources?</li> <li>Why is it important to evaluate sources?</li> <li>Why is effective organization crucial to the writing process?</li> <li>How can acknowledging the opposition's viewpoint make an argument better?</li> <li>Why is formatting ones paper according to standardized expectations important?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>Writing is a recursive process, as writers continue to revise and edit their work to improve their final product.</li> <li>Referencing databases, scholarly publications, and primary sources helps to ensure the credibility of the texts.</li> <li>Citing credible sources increases a writer's ethical appeal in his/her writing.</li> <li>Addressing potential counterarguments shows that the writer has evaluated all points of view, strengthening the credibility of the writer.</li> <li>The organization of one's paper affects the audiences' perceptions of the topic.</li> <li>Using quality resources, proper grammar, and standardized formatting portrays the student as a credible researcher.</li> </ul>
---	--

**Curriculum Standards**

**Reading Standard for Informational 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.

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.

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.

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.

#### **Writing Standards**

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.)

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.

W.11-12.6. W.11-12. 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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. 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.

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.

#### **Standards for Speaking and Listening**

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.

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.

#### **Language Standards**

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.

a. Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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

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

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.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

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).

<b>Knowledge/Content</b> I Know....	<b>Skills/Processes</b> I can.....
<ul style="list-style-type: none"> <li>• Paraphrasing, summarizing, and quoting are different methods for referencing outside sources in a paper.</li> <li>• Utilizing the writing process (brainstorming, drafting, revision, and editing) strengthens a writer's message.</li> <li>• Standard MLA format.</li> <li>• Difference between main idea and support.</li> <li>• What a credible source looks like</li> <li>• Types of academic sources used in the research process.</li> </ul>	<ul style="list-style-type: none"> <li>• Combine information from different sources in a cohesive manner.</li> <li>• Seek out credible sources to use in my argument</li> <li>• Read my peers' papers, checking both content and organization for errors.</li> <li>• Read web documents, essays, magazine articles, and scholarly research reports critically.</li> <li>• Highlight and annotate texts.</li> <li>• Determine what type of notes to take and then paraphrase, summarize, and/or quote correctly.</li> <li>• Organize my notes using an informal outline.</li> <li>• Synthesize my own ideas with ideas and information from sources to support an argument, and write a meaningful, organized, and informational research paper using correct MLA documentation and manuscript format.</li> <li>• Create a claim/thesis based on my research</li> <li>• Use technology tools to locate sources on a topic.</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b>
---	--

**Phase V Learning Plan**

**Phase II Curriculum**

**Unit 6: Negotiation and Debate**

<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What is the difference between informal and formal debate?</li> <li>• What is a proposition and what types of propositions exist?</li> <li>• How can studying debate help you become a better student, citizen, and employee?</li> <li>• What does a quality debate look and sound like?</li> </ul>	<p><b>Essential Understanding:</b></p> <ul style="list-style-type: none"> <li>• Formal debates have a precise structure with rigid guidelines, whereas informal debate is any form of open-ended discussion of opposing ideas.</li> <li>• Propositions are statements of fact, value, or policy which can be subject to debate.</li> <li>• Understanding debate can help you make more informed decisions at work, school, and society.</li> <li>• People need to be assertive to convey their ideas but in a non-confrontational manner.</li> </ul>
---	--

- Anticipating objections to one’s arguments ensures one can build empathy and understanding for the opposing view.
- A quality debate is rational, well-researched, organized, and delivered with conviction.

**Curriculum Standards**

**Reading Standards for Informational Text**

1. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
2. 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.
3. 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).

**Writing Standards**

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.

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.

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.

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.

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

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

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.

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.

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.

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.

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

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

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).

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-

chosen details, and well-structured event sequences.

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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.)

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.

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. 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.

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.

#### **Standards for Speaking and Listening**

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.

- 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, 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.11-12.3 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.

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.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when

indicated or appropriate.

**Language Standards**

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- 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).

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.

- a. Vary syntax for effect, consulting references (e.g., *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

**Knowledge/Content**

I know....

- The three types of propositions are fact, value, policy
- The types of speeches in a debate include: constructive speeches, refutations, and rebuttals
- The difference between the negative and affirmative sides of an argument
- Specific conflict resolution strategies including: compromise, collaboration, avoidance, etc.
- Negotiation strategies (being positive, be prepared, be honest, and use the 3-part message)

**Skills/Processes**

I can...

- Identify and compose examples of proposition of fact, value and policy.
- Take part in a formal debate and refute and rebut arguments.
- Negotiate and resolve conflicts using specific conflict resolution strategies.
- Evaluate the strength of a debate and make an informed decision.

**Phase III Textbook/Materials**

*Speech* (Glencoe) Chapter 18

**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: Literature: Fable, Allegory, and Satire

### Essential Questions:

- What literary techniques do authors use to critique society?
- How will reading and analyzing allegory and satire help me understand:
  - The responsibilities citizens have to their society?
  - What can be done to avoid repeating mistakes made in history?
  - What steps can one take to better their community?
  - What makes a good leader?
  - What leadership traits a person possesses?
  - Why is it important to be a critical consumer of information?
- What is propaganda and how is it used as tool of persuasion?

### Essential Understanding:

- Authors use fable, allegory, and satire to critique society.
- Looking through the eyes of characters in literary pieces helps me understand that:
  - Leadership is the shared responsibility of leaders and those being led.
  - Good leaders are honest, competent, forward-looking, inspiring, intelligent, fair-minded, broad-minded, courageous, straightforward, and imaginative.
  - People have rights and responsibilities.
  - Today's world demands an informed, involved, and engaged electorate to maintain a government of the people, for the people, and by the people.
  - A component of responsible citizenship is knowing which leader to follow.
  - Freedom is not a license, but a responsibility. With freedom comes responsibility.
  - Power can be used responsibly or abused.
  - Reading about mistakes can help future generations avoid making some of the same mistakes in the future.
  - Good leaders can change the course of history.
  - Without good leaders the freedoms that are taken for granted could be lost.
- Propaganda involves the manipulation of language that distorts the truth of a message

### Curriculum Standards

### **Reading Standards for Literature Grade 11-12**

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.11-12.6. 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).

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.)

### **Reading Standards for Informational Text Grade 11-12**

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.

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.

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.

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.

### **Writing Standards Grade 11-12**

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. 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.

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.

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.

Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to

manage the complexity of the topic.

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

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).

**W.11-12.3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**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.)

**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.

**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.

**W.11-12.7.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.11-12.8.** 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.

**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.

#### **Standards for Speaking and Listening Grade 11-12**

**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.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually,

quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. 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.

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

**Language Standards Grade 11-12**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

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.

Vary syntax for effect, consulting references (e.g., *Tufte's Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

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.

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

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.

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Analyze nuances in the meaning of words with similar denotations.

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.

**Knowledge/Content**

I know...

**Skills/Processes**

I can...

<ul style="list-style-type: none"> <li>Allegory is an extended metaphor comparing two unlike things with the purpose of making a point.</li> <li>Satire uses irony, wit, sarcasm, ridicule and/or scorn in a humorous way to expose vices.</li> <li>Fables use elements of non-reality to impart a lesson.</li> <li>Supporting text can extend or embellish big ideas or themes in the anchor text.</li> <li>Text can be connected to the anchor text at an abstract level.</li> <li>Studying author's craft leads to improved writing skills.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze traits of an allegory, satire, and fable.</li> <li>Identify symbolism, irony, conflict, and traits of expository texts.</li> <li>Discuss mistakes that literary characters made which affected their society.</li> <li>Answer open-ended, constructed response questions.</li> <li>Relate concepts in a classic text to modern society.</li> <li>Reflect and make predictions about a reading to write a constructive literary response.</li> <li>Determine author's intent.</li> <li>Demonstrate understanding of allegory, satire, and /or fable through an original writing piece.</li> </ul>
---	---

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b> <ul style="list-style-type: none"> <li></li> </ul>
--	---

**Phase V Learning Plan**

ANIMAL FARM

- 

**Phase II Curriculum**

**Unit 8: Dystopian Literature 1984**

<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What literary techniques do authors use to warn readers about social ills?</li> <li>How can a piece of literature help a reader better understand the world in which they live?</li> <li>How do the struggles of an anti-hero reflect the challenges faced in everyday life?</li> </ul>	<b>Essential Understanding:</b> <ul style="list-style-type: none"> <li>Authors sometimes use dystopian literature to warn readers about social ills and criticize negative political trends.</li> <li>We can avoid mistakes in our lives by understanding the warnings inherent in the dystopic novel.</li> <li>An anti-hero possesses flaws that are uniquely human and, thus, create empathy on behalf of the reader</li> </ul>
--	---

**Curriculum Standards**

**Reading Standards for Literature Grade 11-12**

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.11-12.6. 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).

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.)

#### **Reading Standards for Informational Text Grade 11-12**

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.

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.

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.

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.

#### **Writing Standards Grade 11-12**

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

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).

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.)

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.

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.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. 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.

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.

#### **Standards for Speaking and Listening Grade 11-12**

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.

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3. 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.

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.

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.

SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

#### **Language Standards Grade 11-12**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

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.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Observe hyphenation conventions.

Spell correctly.

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.

Vary syntax for effect, consulting references (e.g., *Tufte’s Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

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.

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

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.  
 Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Analyze nuances in the meaning of words with similar denotations.

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.

<b>Knowledge/Content</b> I know...	<b>Skills/Processes</b> I can...
<ul style="list-style-type: none"> <li>• Dystopic literature portrays a negative perspective of society.</li> <li>• A paradox is a contradictory statement</li> <li>• Euphemisms are indirect and agreeable ways to express unpleasant ideas.</li> <li>• Supporting text can extend or embellish big ideas or themes in the anchor text.</li> <li>• Text can be connected to the anchor text at an abstract level.</li> <li>• Philosophical values of collectivism, conformity, and individualism</li> <li>• Political philosophies of oligarchy, communism, and totalitarianism.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the traits of dystopian literature</li> <li>• Identify the types of oppressive controls evident in dystopian societies</li> <li>• Identify the traits of the dystopian protagonist</li> <li>• Discuss mistakes that literary characters made which affected their society.</li> <li>• Analyze literary elements to discover deeper meaning in a text</li> </ul>

**Phase III Textbook/Materials**

**Phase IV Summative Assessment Evidence**

<b>Common Summative Unit Assessments:</b> <ul style="list-style-type: none"> <li>•</li> </ul>	<b>Agreed Upon Interim Summative Assessments: (*identifies Performance Task)</b> <ul style="list-style-type: none"> <li>•</li> </ul>
---	--

**Phase V Learning Plan**

**Phase V Learning Plan**