Unit/ Suggested Pacing	Essential Questions	Enduring Understandings	Anchor Standard (NJSLSA)	Progress Indicator	Learning Targets	Assessments *required	Interdisciplinary Connections	21st Century Connections
Unit 1: Beyond the 5 Paragraph Essay / 4-6 Weeks	What do good readers do? Am I clear about what I just read? How do I know? Why does author's word choice matter? What makes a story a "great" story? What do good writers do? What's my purpose and how do I develop it? Writing clearly: What makes a	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing text for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen understanding. Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the	RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RI4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RI6: Assess how point of	RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.4: 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.11-12.6: 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.	Define central idea. Determine two or more central ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a text with complex meaning. Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings. Define and identify various forms of figurative language. Distinguish between literal language and figurative language. Recognize words that have technical meaning and understand their purpose in a specific test. Analyze how a key term or terms are used and refined over the course of a text. Define point of view as how the author feels about the situation /topic of a text. Determine an author's point of view and explain his/her purpose	Common Assessments: CA 1 Definition Essay* Formative and Summative Assessment Options:	8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	CRP1. Act as a responsible and contributing citizen and employee CRP4. Communica te clearly and effectively and with reason. CRP6 Demonstrat e creativity and innovation.
	difference?	reader.	view or purpose	ocaacy of the text.	for writing the text.	• Textual		

Final		shapes the	RI.11-12.10	Define rhetoric.	Annotation	
product:	Producing	content and	By the end of grade 12,	Identify when an author uses	 Close 	
What does it	clear ideas as a	style of a text.	read and comprehend	rhetoric and analyze how the	reading of a	
take?	writer involves		literary nonfiction at grade	rhetoric strengthens his/her point	variety of	
	selecting	RI10: Read and	level text-complexity or	of view or purpose.	essays	
	appropriate	comprehend	above.	Analyze how the author's style	 Analysis of a 	
What do	style and	-		and content contribute to the	variety of	
good	structure for an	complex literary	W.11-12.2.A:	power, persuasiveness, or beauty	essays	
researchers	audience and	and	Introduce a topic; organize	of the text.	 Discussion 	
do?	is strengthened	informational	complex ideas, concepts,		of texts in	
"Cut and	through	texts	and information so that	Recognize when the text is too	small and	
Paste:"	revision and	independently	each new element builds	easy or too difficult for me.	large group	
What's the	technology	and proficiently	on that which precedes it	Determine reading strategies that	settings	
problem?		with scaffolding	to create a unified whole;	will help me comprehend	 Outline of 	
	Effective	as needed.	include formatting (e.g.,	difficult texts.	essay	
	research	as needed.	headings), graphics (e.g.,	Choose a topic and identify and	• Formal and	
	presents an	Wa. W.i.	figures, tables), and	select the most significant and	informal	
	answer to a	W2: Write	multimedia when useful to	relevant information to develop	journal	
TT 1: 0	question,	informative/exp	aiding comprehension.	and share with my audience.	writing	
Why write?	demonstrates	lanatory texts to	W 11 12 2 B	Determine the structure that will	• Guided	
What makes	understanding	examine and	W.11-12.2.B:	organize complex ideas so that	reading	
collaboratio	of the inquiry,	convey complex	Develop the topic	each new element builds on what	questions	
n 	and properly	ideas and	thoroughly by selecting	precedes it.	• Essay	
meaningful?	cites	information	the most significant and	Analyze the information,	Drafting	
	information	clearly and	relevant facts, extended definitions, concrete	identify domain-specific	 Defining abstract 	
Making	from multiple	accurately	details, quotations, or	vocabulary for a topic, incorporate techniques such as		
meaning	sources.	through the	other information and	metaphor, simile, and analogy,	concepts	
from a	Effective	effective	examples appropriate to	and organize information into	(e.g., courage,	
variety of	writers use a		the audience's knowledge	broader categories using the	loyalty)	
sources:	variety of	selection,	of the topic.	appropriate structure.	• Writing	
What will	formats to	organization,	of the topic.	appropriate structure.	\thesis	
help?	communicate	and analysis of		Identify the writing style that	statements-O	
noip.	ideas	content.	W.11-12.2.C:	best fits my task, purpose, and	pen/ Closed	
What makes	appropriate for		Use appropriate and varied	audience.	pen crosed	
a	the audience,	W4: Produce	transitions and syntax to	Use organizational/formatting		
presentation	task, and time	clear and	link the major sections of	structures to develop my writing		
"great"?	frame.	coherent writing	the text, create cohesion,	ideas.		
 			<u> </u>			1

"What I		in which the	and clarify the	Compose a clear and logical		
say" versus	Comprehensio	development,	relationships among	piece of writing that		
"how I say	n is enhanced	organization,	complex ideas and	demonstrates my understanding		
it:", does it	through a	,	concepts.	of a specific writing style.		
really	collaborative	and style are	Concepts.	or w specific writing styre.		
matter?	process of	appropriate to	W.11-12.2.D:	Define research and distinguish		
inatter:	sharing and	task, purpose,	Use precise language,	how research differs from other		
	evaluating	and audience.	domain-specific	types of writing.		
	ideas.		vocabulary, and	Focus my research around a		
	Tuodis.	W7: Conduct	techniques such as	problem to be solved, a central		
Why do	Presentation of	short as well as	metaphor, simile, and	question that is provided, or a		
rules of	knowledge and	more sustained	analogy to manage the	self-generated question I have		
language	ideas is		complexity of the topic.	determined.		
matter?	enhanced	research		Choose several sources.		
Communica	through	projects,	W.11-12.2.E:	Determine if I need to narrow or		
ting clearly:	appropriate	utilizing an	Establish and maintain a	broaden my inquiry based on the		
What does it	organization	inquiry-based	style and tone appropriate	information gathered.		
take?	and style for	research	to the audience and	Create a research paper/project		
	an audience	process, based	purpose (e.g. formal and	to demonstrate understanding of		
When a	via the use of	on focused	objective for academic	the subject under investigation.		
word does	visual	questions,	writing) while attending to	, ,		
not make	displays,	demonstrating	the norms and conventions	Determine the credibility of a		
sense, what	technology,	_	of the discipline in which	source by reviewing who wrote		
can I do?	and the	understanding	they are writing.	it, when it was written, and why		
How do I	appropriate use	of the subject		it was written.		
use what I	of language.	under	W.11-12.2.F:	Assess the strengths and		
know to		investigation.	Provide a concluding	limitations of my sources to		
figure out	Effective		paragraph or section that	determine those that are most		
what I do	communicatio	W8: Gather	supports the argument	appropriate for my task, purpose,		
not know?	n of ideas	relevant	presented (e.g.,	and audience avoiding over		
	when speaking	information	articulating implications or	reliance on any one source.		
	or writing	from multiple	the significance of the	Use advanced searches with		
	relies on the		topic).	multiple and authoritative print		
	appropriate use	print and digital		and /or digital sources		
	of the	sources, assess	W.11-12.4:	effectively to gather information		
	conventions of	the credibility	Produce clear and coherent	needed to support my research.		
	language	and accuracy of	writing in which the	Define plagiarism.		
		each source,	development,	Avoid plagiarism.		

T.CC4:	and intact -		Determine rule on the manual of the		
	and integrate	organization, and style are	Determine when to research data		
readers and	the information	appropriate to task,	and facts must be quoted and		
writers use	while avoiding	purpose, and audience.	integrate the information into my		
knowledge of	plagiarism.		text to maintain the flow of		
the structure		W.11-12.7:	ideas.		
and context of	W9: Draw	Conduct short as well as	Follow a standard format for		
language to		more sustained research	citation to create a bibliography		
acquire,	evidence from	projects to answer a	that can be paraphrased or		
1 ,	literary or	question (including a	quoted.		
appropriately	informational	self-generated question) or			
use	texts to support	solve a problem; narrow or	Define textual evidence.		
vocabulary.	analysis,	broaden the inquiry when	Determine textual evidence that		
	reflection, and	appropriate; synthesize	supports my analysis, reflection,		
	research.	multiple sources on the	and /or research.		
	research.	subject, demonstrating	Compose written responses and		
		understanding of the	include textual evidence to		
	W10: Write	subject under	strengthen my analysis,		
	routinely over	investigation.	reflection, and /or research.		
	extended time				
	frames (time for	W.11-12.8:	Review and/or research materials		
	research,	Gather relevant	to be discussed and determine		
	reflection, and	information from multiple	key points and/or central ideas.		
	revision) and	authoritative print and	Create questions and locate key		
	,	digital sources, using	textual evidence to contribute to		
	shorter time	advanced searches	a discussion on a given topic.		
	frames (a single	effectively; assess the	Work with peers to define the		
	sitting or a day	strengths and limitations	rules and roles necessary to		
	or two) for a	of each source in terms of	promote civil discussion and		
	range of tasks,	the task, purpose, and	stimulate a thoughtful		
	purposes, and	audience; integrate	well-reasoned exchange of ideas.		
	audiences.	information into the text	Participate in discussion by		
	addictions.	selectively to maintain the	posing questions that connect the		
	CI 1. D.	flow of ideas, avoiding	ideas of several speakers,		
	SL1: Prepare	plagiarism and	responding to questions, and		
	for and	overreliance on any one	elaborating on my own ideas		
	participate	source and following a	and/or the ideas of others to		
	effectively in a	standard format for	ensure a full range of positions		
	range of	citation. (MLA or APA	on a topic or issue.		

conversations	Style Manuals).	Identify various purposes for		
	W.11-12.9.B:			
and		presenting information to a reader or audience.		
collaborations	Apply grades 11–12			
with diverse	Reading standards to	Analyze the information		
partners,	literary nonfiction (e.g.,	presented in diverse media and		
building on	"Delineate and evaluate	formats and integrate the		
others' ideas	the reasoning in seminal	information in order to make		
	texts, including the	informed decisions and solve		
and expressing	application of	problems.		
their own	constitutional principles	Evaluate the credibility and		
clearly and	and use of legal reasoning	accuracy of various		
persuasively.	[e.g., in U.S. Supreme	presentations and note any		
1	Court Case majority	discrepancies.		
SL2: Integrate	opinions and dissents] and			
_	the premises, purposes,	Define viewpoint of the speaker		
and evaluate	and arguments in works of	about the situation/topic being		
information	public advocacy [e.g., The	presented.		
presented in	Federalist, presidential	Determine a speaker's viewpoint		
diverse media	addresses]").	and explain his/her reasoning.		
and formats,		Define rhetoric.		
including	W.11-12.10:	Identify when a speaker uses		
visually,	Write routinely over	evidence and /or rhetoric and		
• .	extended time frames	analyze how these techniques		
quantitatively,	(time for research,	strengthen his/her viewpoint or		
and orally.	reflection, and revision)	purpose.		
	and shorter time frames (a	Assess the stance, premises,		
SL3: Evaluate a	single sitting or a day or	links among ideas, word choice,		
speaker's point	two) for a range of tasks,	points of emphasis, and tone		
of view,	purposes.	used by the speaker.		
reasoning, and				
<u> </u>	SL.11-12.1.A:	Present information, findings,		
use of evidence	Come to discussions	and/or supporting evidence		
and rhetoric.	prepared, having read and	clearly, concisely, and logically		
	researched material under	to convey a clear and distinct		
SL4: Present	study; explicitly draw on	perspective.		
information,	that preparation by	Present information in a		
findings, and	referring to evidence from	sequence that allows the listener		
supporting	texts and other research on	to follow my line of reasoning.		
supporting	terres and other research on	to folio willy line of foundfilling.		

		,		
evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. SL6: Adapt speech to a variety of contexts and communicative tasks,	the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas. SL.11-12.1.B: Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. SL.11-12.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. 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.	Address alternative or opposing perspectives in my presentation. Prepare a presentation with organization, development, substance, and style that are appropriate to purpose, trask, audience, and a range of formal and informal tasks. Identify the parts of the presentation, including findings, reasoning, and evidence, that could use clarification, strengthening, and /or additional interest. Integrate appropriate digital media in a strategic manner to improve my presentation. Identify various reasons for speaking. Determine speaking tasks that require a formal structure. Compose a formal speech that demonstrates a command of 11-12 language standards. Determine when to capitalize words. Apply common hyphenation conventions. Recognize that there are many different rules concerning hyphens and use resources to assist in hyphenating correctly.		
communicative	among ideas, word choice, points of emphasis, and	different rules concerning hyphens and use resources to		

when	indicated			
	propriate. SL.11-12.4:	Infer the meaning of unknown		
or app	Present information,	words using context clues.		
	findings and supporting	Recognize and define common		
L2:	evidence clearly	affixes and roots.		
Demo	onstrate concisely, and logically.	Break words into units to infer		
comm	nand of the The content, organization,	their meaning.		
conve				
standa	development, and style are	Use patterns of word changes to		
	appropriate to task,	determine a work's meaning or		
Englis	* * '	part of speech.		
	dization,	Verify inferences of meaning,		
punctu	uation, SL.11-12.5:	part of speech, etymology and/or		
and sp	Make strategic use of	standard usage by consulting		
when	writing. digital media (e.g., textual,	reference books.		
	grapnical, audio, visual,	D		
14·D	and interactive elements)	Recognize different denotative		
	in presentations to cimanec			
	;	Analyze how certain words and		
meani	<u> </u>	phrases that have similar		
	own and and to add interest.	denotations can carry different		
multip	ple-meani	nuances.		
ng wo	ords and SL.11-12.6:			
phrase	Adapt speech to a variety			
using	of contexts and tasks,			
	demonstrating a command			
meani	of formal English when			
	- Fr F			
	parts, and lting L.11-12.2.A:			
consul	01 1 1			
genera	ar and			
specia	ilized			
referen	L.11-12.2.B:			
materi	ials, as Spell correctly.			
approj	priate.			
377-71	L.11-12.4.A:			
	Use context (e.g., the			
	overall meaning of a			
	overall illeaning of a			

			l	1
L5:	sentence, paragraph, or			
Demonstrate	text; a word's position or			
understanding	function in a sentence) as a			
of word	clue to the meaning of a			
	word or phrase.			
relationships	•			
and nuances in	L.11-12.4.B:			
word meanings.	Identify and correctly use			
	patterns of word changes			
	that indicate different			
	meanings or parts of			
	speech (e.g., conceive,			
	conception, conceivable).			
	conception, concervable).			
	L.11-12.4.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.			
	its standard usage.			
	L.11-12.4.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).			
	context of in a dictionary).			
	L.11-12.5.B:			
	Analyze nuances in the			
	meaning of words with			
1	mouning or words with			l .

				similar denotations.				
Unit 2: The Art of Argument / 4-6 Weeks	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What makes a great story? What do good writers do? Writing clearly: What makes a difference? Final product:	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding Producing clear ideas as a writer involves selecting appropriate	RI1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RI2: Determine central ideas or themes of a text and analyze their development:	RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2: Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11.12.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas,	Define and explain textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain. Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text. Determine how a complex set of ideas develops within a text.	Common Assessment: CA 2 Textual Annotation Formative and Summative Assessment Options: • Close reading of a variety of essays • Analysis of a variety of essays • Peer revision and editing • Discussion of texts in small and large group settings • Outline of essay/ graphic organizers • Guided	8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	CRP1. Act as a responsible and contributing citizen and employee CRP2. Apply appropriate academic and technical skills. CRP4. Communica te clearly and effectively and with reason.
	product: What does it take?	appropriate style and structure for an	development; summarize the key supporting	or events interact and develop over the course of the text.	ideas develops within a text. Analyze how specific elements of the text interact to develop a	• Guided reading questions		
	What do good researchers do? "Cut and	audience and is strengthened through revision and technology	details and ideas. RI3: Analyze how and why	RI.11-12.4: Determine the meaning of words and phrases as they are used in a text, including figurative,	complex set of ideas. Define and identify various forms of figurative language. Analyze and explain the impact of the use of various forms of	 Essay Drafting Developing claims Textual annotations 		

Paste:"		individuals,	connotative, and technical	figurative language.	• Web	
What's the		events, and	meanings; analyze how an	Distinguish between literal and	research and	
problem?	Effective	ideas develop	author uses and refines the	figurative language.	evaluation	
	research	and interact	meaning of a key term or	Recognize the difference	 Collaborativ 	
	presents an		terms over the course of a	between denotative and	e learning	
	answer to a	over the course	text (e.g., how Madison	connotative meanings.	groups	
	question,	of a text.	defines faction in	Analyze and explain when the	 Classical 	
	demonstrates		Federalist No. 10).	difference between denotative	Argument	
Why write?	understanding	RI4: Interpret		and connotative meanings adds	Essay*	
What makes	of the inquiry,	words and	RI.11-12.5:	depth or meaning to the text.	 Journal 	
collaboratio	and properly	phrases as they	Analyze and evaluate the	Recognize and understand the	Writing	
n	cites	are used in a	effectiveness of the	purpose of words that have	 Tests and 	
meaningful?	information	text, including	structure an author uses in	technical meanings in a specific	quizzes	
Making	from multiple	determining	his or her exposition or	text.	 Grammar 	
meaning	sources.	_	argument, including	Analyze how key terms are used	checks	
from a		technical,	whether the structure	and refined over the course of a	 Vocabulary 	
variety of	Effective	connotative,	makes points clear,	text.	checks	
sources:	writers use a	and figurative	convincing, and engaging.		 Collaborativ 	
What will	variety of	meanings, and		Determine how an author chose	e group work	
help?	formats to	analyze how	RI.11-12.6:	to structure his/her exposition or	 Socratic 	
	communicate	specific word	Determine an author's	argument.	seminars /	
Why do	ideas	choices shape	point of view or purpose in	Analyze the structure of an	discussions	
rules of	appropriate for	meaning or	a text in which the rhetoric	author's exposition or argument	 Annotated 	
language	the audience,	tone.	is particularly effective,	and evaluate whether the	bibliography	
matter?	task, and time	tone.	analyzing how style and	structure is effective.		
Communica	frame.	DIE 4 1	content contribute to the	Determine if an author's		
ting clearly:		RI5: Analyze	power, persuasiveness or	structure is effective in making		
What does it		the structure of	beauty of the text.	his/her points clear, convincing,		
take?		texts, including	D7 44 48 40	and engaging.		
****		how specific	RI.11-12.10:	Evaluate how an author's choice		
When a		sentences,	By the end of grade 12,	of structure impacts his/her		
word does		paragraphs, and	read and comprehend	audience.		
not make		larger portions	literary nonfiction at grade			
sense, what	Comprehensio	of the text (e.g.,	level text-complexity or	Determine the author's point of		
can I do?	n is enhanced	a section,	above.	view or purpose for writing the		
How do I	through a	*	W 11 12 1 A	text.		
use what I	collaborative	chapter, scene,	W.11-12.1.A:	Define rhetoric.		
know to	process of	or stanza) relate	Introduce precise,	Identify when an author uses		

figure out	sharing and	to each other	knowledgeable claim(s),	rhetoric and analyze how the		
what I do	evaluating	and the whole.	establish the significance	rhetoric strengthens his/her		
not know?	ideas.		of the claim(s), distinguish	purpose.		
		RI6: Assess	the claim(s) from alternate	Analyze and explain how the		
		how point of	or opposing claims, and	author's style and content		
		*	create an organization that	contribute to the power,		
	Effective	view or purpose	logically sequences	persuasiveness, or beauty of the		
	readers and	shapes the	claim(s), counterclaims,	text.		
	writers use	content and	reasons, and evidence.			
	knowledge of	style of a text.		Recognize when the text I am		
	the structure		W.11-12.1.B:	reading is too easy or too		
	and context of	RI10: Read and	Develop claim(s) and	difficult for me.		
	language to	comprehend	counterclaims avoiding	Determine reading strategies that		
	acquire,	complex literary	common logical fallacies	will help me comprehend		
	clarify, and	and	and using sound reasoning	difficult texts.		
	appropriately	informational	and thoroughly, supplying			
	use		the most relevant evidence	Analyze substantive topics or		
	vocabulary.	texts	for each while pointing out	texts to determine an argument		
		independently	the strengths and	that causes or has caused debate		
		and proficiently	limitations of both in a	in society.		
		with scaffolding	manner that anticipates the	Choose a side of an argument,		
		as needed.	audience's knowledge	identify precise, knowledgeable		
			level, concerns, values,	claims, and establish the		
		W1: Write	and possible biases.	significance of the claim.		
		arguments to	W.11-12.1.C:	Identify alternate or opposing		
		support claims	Use transitions (e.g.	claims that counter my		
		in an analysis of	words, phrases, clauses) to	argument. Organize claims, counterclaims,		
		· ·	link the major sections of	reasons, and evidence into a		
		substantive	the text, create cohesion,	logical sequence.		
		topics or texts,	and clarify the	Anticipate my audience's		
		using valid	relationships between	knowledge level, concerns,		
		reasoning and	claim(s) and reasons,	values, and possible biases and		
		relevant and	between reasons and	develop claims and		
		sufficient	evidence, and between	counterclaims by pointing out		
		evidence.	claim(s) and	the most relevant strengths and		
			counterclaims.	limitations of both.		
			Counterclaims.	Present an argument in a formal		
	l	<u> </u>		1 103011t an argument in a 101111ai		

W4: Pr	d	atula and with an abjective to se		1
		style and with an objective tone. Create cohesion and clarify		
clear ar	E + 11:1 1 : + :			
	at ile and tene annuaniet	relationships among claims and		
in whice	style and tone appropriate to the audience and			
develop	nment	as well as varied syntax.		
organiz	purpose (e.g. formal and	Provide a concluding		
and styl	objective for academic	statement/section that supports		
	williams) williams			
appropri				
task, pu	* *	Identify the writing style that		
and aud	dience. they are writing.	best fits the task, purpose, and		
	W/11 12 1 E	audience.		
W7: Co	onduct W.11-12.1.E:	Use organizational/ formatting		
short as	Establish and maintain a	structures to develop writing		
more si	style and tone appropriate			
research	to the audience and	Compose a clear and logical		
projects	purpose (e.g. formar and	piece of writing that		
		demonstrates an understanding		
utilizing		1 0 1		
inquiry	oused a second			
research	the are and remiting a	Define research and distinguish how research differs from other		
process	s, based they are writing.			
on focu	w.11-12.4:	types of writing.		
questio	ons, Produce clear and cohere	Focus research around a problem to be solved, a central question is		
demons	I Toute Clear and Concre	provided, or a self-generated		
underst	writing in which the	question.		
of the s		*		
	appropriate to task,	synthesize information to answer		
under	1 1 1	a research inquiry.		
investig	gation. purpose, and audience.	Create a research paper/project		
	. W.11-12.7:	to demonstrate understanding of		
W8: G	ather Conduct short as well as	a subject.		
relevan	more sustained research	a subject.		
informa		Determine the credibility of a		
from m	projects to answer a	source.		
	and digital self-generated question) of			
sources	s, assess solve a problem; narrow of	illimations of a source to		

			T	l l	1
	the credibility	broaden the inquiry when	determine those most		
a	and accuracy of	appropriate; synthesize	appropriate to the task, purpose,		
e	each source,	multiple sources on the	and audience, while avoiding		
	and integrate	subject, demonstrating	over-reliance on any one source.		
	the information	understanding of the	Use advanced searches with		
		subject under	multiple authoritative print		
	while avoiding	investigation.	and/or digital sources effectively		
p	olagiarism.	W.11-12.8:	to gather information needed to		
		Gather relevant	support research.		
	W9: Draw	information from multiple	Avoid plagiarism.		
e	evidence from	authoritative print and	Determine when research data or		
_{1i}	iterary or	digital sources, using	facts must be quoted and		
	nformational	advanced searches	integrate the information into my		
		effectively; assess the	text to maintain the flow of		
	exts to support	strengths and limitations	ideas.		
	analysis,	of each source in terms of	Follow a standard citation format		
re	reflection, and	the task, purpose, and	to create a bibliography for		
re	research.	audience; integrate	sources and to avoid plagiarism.		
		information into the text	2 0		
		selectively to maintain the	Define textual evidence.		
	W10: Write	flow of ideas, avoiding	Determine textual evidence that		
	routinely over	plagiarism and	supports analysis, reflection,		
	-	overreliance on any one	and/or research.		
	extended time	source and following a	Compose written responses that		
	frames (time for	standard format for	include textual evidence to		
re	research,	citation. (MLA or APA	strengthen my analysis,		
re	reflection, and	Style Manuals).	reflection, and/or research.		
re	revision) and	,	,		
	shorter time	W.11-12.9.B:	Determine a writing format/		
	frames (a single	Apply grades 11–12	style appropriate to task,		
	, •	Reading standards to	purpose, and audience.		
	sitting or a day	literary nonfiction (e.g.,	Write for a variety of reasons.		
	or two) for a	"Delineate and evaluate	Recognize that different writing		
ra	range of tasks,	the reasoning in seminal	tasks require varied time frames		
p	ourposes, and	texts, including the	to complete.		
a	audiences.	application of	r		
		constitutional principles	Review and/or research materials		
		and use of legal reasoning	to be discussed and determine		
		and ase of legal reasoning	to be discussed and determine		

		T	ı	ı	
SL1: P		key points and/or central ideas.			
for and		Create questions and locate key			
particip	pate opinions and dissents] and	textual evidence to contribute to			
effectiv	vely in a the premises, purposes,	a discussion on a given topic.			
range o	and arguments in works of				
convers	public advocacy [e.g., The	rules and roles necessary to			
	rederanst, presidential	promote civil discussion and			
and	addresses]").	stimulate a thoughtful			
	orations	well-reasoned exchange of ideas.			
with di		Participate in discussion by			
partner		posing questions that connect the			
buildin	extended time frames	ideas of several speakers,			
others'	ideas (time for research,	responding to questions, and			
	reflection, and revision)	elaborating on my own ideas			
their ov	and shorter time frames (a	and/or the ideas of others to			
	single sitting of a day of	ensure a full range of positions			
clearly	two) for a range of tasks,	on a topic or issue.			
persuas	sively. purposes.	Propel conversations by			
		clarifying, verifying, or			
	SL.11-12.1.A:	challenging ideas and			
L2:	Come to discussions	conclusions to promote			
Demon	prepared, having read and	divergent and creative			
	researched material under	perspectives.			
	study; explicitly draw on	Respond thoughtfully to diverse			
	that preparation by	perspectives; synthesize			
standar	referring to evidence from	comments, claims, and evidence;			
English					
capitali	ization, the topic or issue to	possible; and determine when			
punctua		additional information or			
and spe	elling well reasoned exchange of	research is required.			
when v	i dana				
		Determine when to capitalize			
I 4. Da	SL.11-12.1.B: Collaborate				
	with peers to promote	Apply common hyphenation			
or clari	civii, delilociatic	conventions.			
meanin		Recognize that there are many			
unknov	<i>S</i> ⁷	different rules concerning			
multipl	le-meani goals and assessments	hyphens and use resources to			

	ng words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. L5: Demonstrate understanding of word relationships and nuances in word meanings.	(e.g., student developed rubrics), and establish individual roles as needed. 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. SL. 11-12.1.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. L.11-12.2.A: Observe hyphenation conventions. L.11-12.2.B: Spell correctly.	assist in hyphenating correctly. Identify misspelled words and use resources to assist me in spelling correctly. Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.			
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	L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B:		
	Identify and correctly use		
	patterns of word changes		
	that indicate different		
	meanings or parts of		
	speech (e.g., conceive,		
	conception, conceivable).		
	1 /		
	L.11-12.4.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.		
	T 44 40 4 D		
	L.11-12.4.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).		

Unit 3: Evaluative	What do good	Effective readers use a	RI2: Determine central ideas or	L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations. RI.11-12.2: Determine two or more	Define central idea Determine two or more central	Formative and Summative	6.1.12.D.16.b Explain how	CRP1. Act as a
Thinking / 4-6 Weeks	readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What makes a great story? What do good writers do? In what ways does creative choice impact an audience? Whose story is it, and why does it matter?	variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose and viewpoint allows an effective reader to gain insight and strengthen understanding To gain keener insight into the integration of knowledge and ideas effective	themes of a text and analyze their development; summarize the key supporting details and ideas. RI3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. RI6: Assess how point of view or purpose shapes the content and style of a text.	central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. RI.11-12.3: 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.11-12.6: 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.	ideas of a text. Determine how two or more central ideas of a text interact and build on one another to develop a tet with complex meaning Analyze how central ideas develop over the course of a text. Compose an objective summary stating the key points of the text without adding my own opinions or feelings. Determine how a complex set of ideas develops within a text. Analyze how specific elements of the text interact to develop a complex set of ideas. Determine the author's point of view or purpose for writing the text. Define rhetoric. Identify when an author uses rhetoric and analyze how the rhetoric strengthens his/her purpose. Analyze and explain how the	Assessment Options: Evaluation Essay* Close reading of a variety of essays Analysis of a variety of essays Peer revision and editing Discussion of texts in small and large group settings Outline of essay Formal and Informal Journal Write Guided reading questions Tests and	and why technology is transforming access to education and educational practices worldwide. 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	responsible and contributing citizen and employee. CRP4. Communica te clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

re	readers	RI7: Integrate		author's style and content	quizzes	
	analyze and	and evaluate	RI.11-12.7:	contribute to the power,	• Essay	
	evaluate	content	Integrate and evaluate	persuasiveness, or beauty of the	Drafting	
	content,		multiple sources of	text.	Practicing	
	reasoning, and	presented in	information presented in	1	evaluation	
	claims in	diverse media	different media or formats	Identify multiple sources of	techniques	
	diverse	and formats,	(e.g., visually,	information presented in	• Web	
5	formats.	including	quantitatively) as well as	different media or formats as	research and	
know?		visually and	in words in order to	well as in words to assist in	evaluation	
	Effective	quantitatively,	address a question or solve	addressing questions or solving a	 Textual 	
	readers use a	as well as in	a problem.	problem.	annotations	
	variety; of	words	w processing	Evaluate information gathered	 Socratic 	
	strategies to	words	RI.11-12.9:	and determine its effectiveness	seminars/	
	make sense of	DT0 + 1	Analyze and reflect on	to address a question or solve a	discussions	
	the ideas and	RI9: Analyze	(e.g., practical knowledge,	problem.	 Grammar 	
Final	details	and reflect on	historical/cultural context,	Integrate information gathered	checks	
product: p	presented in	how two or	and background	to answer a question or solve a	 Vocabulary 	
1 1 1 1 1 1	text	more texts	knowledge) documents of	problem.	checks	
take?		address similar	historical and literary		 Writing 	
		themes or topics	significance for their	Identify various documents of	Conferences	
P	Producing	in order to build	themes, purposes and	historical and literary		
What do c	clear ideas as a	knowledge or to	rhetorical features,	significance.		
good v	writer involves	compare the	including primary source	Identify and analyze themes		
researchers s	selecting	•	documents relevant to U.S.	found in various documents of		
do? a	appropriate	approaches the	and/or global history.	historical and literary		
"Cut and s	style and	authors take.		significance.		
Paste:" s	structure for an	RI10: Read and	RI.11-12.10:	Analyze and explain how		
What's the a	audience and	comprehend	By the end of grade 12,	different documents of historical		
problem? is	is strengthened	complex literary	read and comprehend	and literary significance utilize		
	through	and	literary nonfiction at grade	rhetorical features.		
	revision and	informational	level text-complexity or			
te	technology.	texts	above.	Recognize when the text I am		
				reading is too easy or too		
	Effective	independently	W.11-12.1.A:	difficult for me.		
	research	and proficiently	Introduce precise,	Determine reading strategies that		
	presents an	with scaffolding	knowledgeable claim(s),	will help me comprehend		
	answer to a	as needed.	establish the significance	difficult texts.		
n q	question,		of the claim(s), distinguish			

	domeonaturata -	W1: Write	the alaim (a) from alti			
meaningful?	demonstrates		the claim(s) from alternate	A		
Making	understanding	arguments to	or opposing claims, and	Analyze substantive topics or		
meaning	of the inquiry,	support claims	create an organization that	texts to determine an argument		
from a	and properly	in an analysis of	logically sequences	that causes or has caused debate		
variety of	cites	substantive	claim(s), counterclaims,	in society.		
sources:	information	topics or texts,	reasons, and evidence.	Choose a side of an argument,		
What will	from multiple			identify precise, knowledgeable		
help?	sources.	using valid	W.11-12.1.B:	claims, and establish the		
		reasoning and	Develop claim(s) and	significance of the claim.		
Why do	Effective	relevant and	counterclaims avoiding	Identify alternate or opposing		
rules of	writers use a	sufficient	common logical fallacies	claims that counter my		
language	variety of	evidence.	and using sound reasoning	argument.		
matter?	formats to		and thoroughly, supplying	Organize claims, counterclaims,		
Communica	communicate	W.F. Davidson	the most relevant evidence	reasons, and evidence into a		
ting clearly:	ideas	W5: Develop	for each while pointing out	logical sequence.		
What does it	appropriate for	and strengthen	the strengths and	Anticipate my audience's		
take?	the audience,	writing as	limitations of both in a	knowledge level, concerns,		
	task, and time	needed by	manner that anticipates the	values, and possible biases and		
When a	frame.	planning,	audience's knowledge	develop claims and		
word does		revising,	level, concerns, values,	counterclaims by pointing out		
not make		editing,	and possible biases.	the most relevant strengths and		
sense, what		rewriting, or	1	limitations of both.		
can I do?		•	W.11-12.1.C:	Present an argument in a formal		
How do I		trying a new	Use transitions (e.g.,	style and with an objective tone.		
use what I	Effective	approach.	words, phrases, clauses) to	Create cohesion and clarify		
know to	readers use a		link the major sections of	relationships among claims and		
figure out	variety of	W7: Conduct	the text, create cohesion,	counterclaims using transitions		
what I do	strategies to	short as well as	and clarify the	as well as varied syntax.		
not know?	make sense of	more sustained	relationships between	Provide a concluding		
	key ideas and	research	claim(s) and reasons,	statement/section that supports		
	details		between reasons and	my argument.		
	presented in	projects,	evidence, and between	ing argument.		
	text.	utilizing an	claim(s) and	Use prewriting strategies to		
	******	inquiry-based	counterclaims.	formulate ideas.		
		research	Committee and the committee an	Recognize that a well-developed		
	Analyzing	process, based	W.11-12.1.D:	piece of writing requires more		
	texts for	on focused	Establish and maintain a	than one draft.		
	structure,		style and tone appropriate	Apply revision strategies with		
	saucture,	questions,	style and tone appropriate	rippry revision snategies with		

	I	I			
purpose and	demonstrating	to the audience and	and without the help of others.		
viewpoint	understanding	purpose (e.g., formal and	Edit writing by checking for		
allows an	of the subject	objective for academic	errors in capitalization,		
effective	under	writing) while attending to	punctuation, grammar, spelling,		
reader to gain	investigation.	the norms and conventions	etc.		
insight and	investigation.	of the discipline in which	Analyze my writing to determine		
strengthen		they are writing.	if the purpose and audience have		
understanding	W8: Gather		been fully addressed and revise		
	relevant	W.11-12.1.E:	when necessary.		
	information	Provide a concluding	Prepare multiple drafts using		
	from multiple	paragraph or section that	revisions and edits to develop		
	print and digital	supports the argument	and strengthen the writing.		
Producing	sources, assess	presented (e.g.,	Recognize when revising,		
clear ideas as a		articulating implications or	editing, and rewriting are not		
writer involves	the credibility	the significance of the	enough, and a new approach		
selecting	and accuracy of	topic).	needs to be attempted.		
appropriate	each source,		-		
style and	and integrate	W.11-12.5:	Define research and distinguish		
structure for an	the information	Develop and strengthen	how research differs from other		
audience and	while avoiding	writing as needed by	types of writing.		
is strengthened	plagiarism.	planning, revising, editing,	Focus research around a problem		
through	pragramsin.	rewriting, trying a new	to be solved, a central question is		
revision and	W9: Draw	approach, or consulting a	provided, or a self-generated		
technology	evidence from	style manual (such as	question.		
	literary or	MLA or APA Style),	Choose several sources and		
Effective	informational	focusing on addressing	synthesize information to answer		
research	texts to support	what is most significant	a research inquiry.		
presents an	analysis,	for a specific purpose and	Create a research paper/project		
answer to a	reflection, and	audience.	to demonstrate understanding of		
question,	research.		a subject.		
demonstrates	i cocarcii.	W.11-12.7:			
understanding	W10: Write	Conduct short as well as	Determine the credibility of a		
of the inquiry,		more sustained research	source.		
and properly	routinely over	projects to answer a	Assess the strengths and		
cites	extended time	question (including a	limitations of a source to		
information	frames (time for	self-generated question) or	determine those most		
from multiple	research,	solve a problem; narrow or	appropriate to the task, purpose,		
sources	reflection, and	broaden the inquiry when	and audience, while avoiding		

			1.	I	1
Effective	revision) and	appropriate; synthesize	over-reliance on any one source.		
writers use a	shorter time	multiple sources on the	Use advanced searches with		
variety of	frames (a single	subject, demonstrating	multiple authoritative print		
formats to	sitting or a day	understanding of the	and/or digital sources effectively		
communicate	or two) for a	subject under	to gather information needed to		
ideas	range of tasks,	investigation.	support research.		
appropriate for			Avoid plagiarism.		
the audience,	purposes, and	W.11-12.8:	Determine when research data or		
task, and time	audiences.	Gather relevant	facts must be quoted and		
frame.		information from multiple	integrate the information into my		
	SL1: Prepare	authoritative print and	text to maintain the flow of		
Comprehensio	for and	digital sources, using	ideas.		
n is enhanced	participate	advanced searches	Follow a standard citation format		
through a	effectively in a	effectively; assess the	to create a bibliography for		
collaborative	_	strengths and limitations	sources and to avoid plagiarism.		
process of	range of	of each source in terms of			
sharing and	conversations	the task, purpose, and	Define textual evidence.		
evaluating	and	audience; integrate	Determine textual evidence that		
ideas.	collaborations	information into the text	supports analysis, reflection,		
	with diverse	selectively to maintain the	and/or research.		
Effective	partners,	flow of ideas, avoiding	Compose written responses that		
readers and	building on	plagiarism and	include textual evidence to		
writers use	others' ideas	overreliance on any one	strengthen my analysis,		
knowledge of		source and following a	reflection, and/or research.		
the structure	and expressing	standard format for			
and context of	their own	citation. (MLA or APA	Determine a writing format/		
language to	clearly and	Style Manuals).	style appropriate to task,		
acquire,	persuasively.		purpose, and audience.		
clarify, and		W.11-12.9.B:	Write for a variety of reasons.		
appropriately	L2:	Apply grades 11–12	Recognize that different writing		
use vocabulary	Demonstrate	Reading standards to	tasks require varied time frames		
	command of the	literary nonfiction (e.g.,	to complete.		
		"Delineate and evaluate			
	conventions of	the reasoning in seminal	Create questions and locate key		
	standard	texts, including the	textual evidence to contribute to		
	English	application of	a discussion on a given topic.		
	capitalization,	constitutional principles	Work with peers to define the		
	punctuation,	and use of legal reasoning	rules and roles necessary to		

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and spelling	[e.g., in U.S. Supreme	promote civil discussion and		
when writing.	Court Case majority	stimulate a thoughtful		
L3: Apply	opinions and dissents] and	well-reasoned exchange of ideas.		
knowledge of	the premises, purposes,	Participate in discussion by		
language to	and arguments in works of	posing questions that connect the		
understand how	public advocacy [e.g., The	ideas of several speakers,		
	Federalist, presidential	responding to questions, and		
language	addresses]").	elaborating on my own ideas		
functions in		and/or the ideas of others to		
different	W.11-12.10:	ensure a full range of positions		
contexts, to	Write routinely over	on a topic or issue.		
make effective	extended time frames	Propel conversations by		
choices for	(time for research,	clarifying, verifying, or		
meaning or	reflection, and revision)	challenging ideas and		
style, and to	and shorter time frames (a	conclusions to promote		
-	single sitting or a day or	divergent and creative		
comprehend	two) for a range of tasks,	perspectives.		
more fully	purposes.			
when reading or		Apply common hyphenation		
listening.	SL.11-12.1.A:	conventions.		
	Come to discussions	Recognize that there are many		
L4: Determine	prepared, having read and	different rules concerning		
or clarify the	researched material under	hyphens and use resources to		
meaning of	study; explicitly draw on	assist in hyphenating correctly.		
unknown and	that preparation by	Identify misspelled words and		
	referring to evidence from	use resources to assist me in		
multiple-meani	texts and other research on	spelling correctly.		
ng words and	the topic or issue to			
phrases by	stimulate a thoughtful,	Identify how language functions		
using context	well reasoned exchange of	in different contexts.		
clues, analyzing	ideas.	Analyze the context of various		
meaningful		texts and determine how		
word parts, and	SL.11-12.1.B:	language choice affects meaning,		
*	Collaborate with peers to	style, and comprehension.		
consulting	promote civil, democratic	Explain that syntax refers to how		
general and	discussions and	words are arranged to form		
specialized	decision-making, set clear	sentences.		
reference	goals and assessments	Identify regular and irregular		

L D un of re	rubrics), and establish individual roles as needed. 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. L.11-12.2.A: Observe hyphenation conventions. L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts. L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a	Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc. Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books. Recognize different denotative meanings. Analyze how certain words and phrases that have similar denotations can carry different nuances.		
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L.11-12.4.B: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
L.11-12.4.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.
L.11-12.4.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.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.

Unit 4: Addressin g Issues / 4-6 Weeks	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What makes a "great"	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose and	RI1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or	RI.11-12.1: Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. RI.11-12.2: Determine two or more central ideas of a text, and analyze their development	Define and explain textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely to find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that	Common Assessments: CA 3 Annotated Bibliography CA 4 Proposal Paper Thesis Statement Formative and Summative Assessment Options: • Identifying Quotes/MLA	8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.
	In what ways does creative choice impact audience Whose story is it, and why does it matter? What do good writers do? What's my	viewpoint allows an effective reader to gain insight and strengthen understanding.	speaking to support conclusions drawn from the text. RI2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	and how they interact to provide a complex analysis; provide an objective summary of the text. 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.	leave matters uncertain. Define and explain the central idea in a piece of writing. Determine two or more central ideas of a text and explain how the ideas develop the complex meaning of a text. Compose an objective summary of a text. Determine how an author chose to structure his/her exposition or argument. Analyze the structure of an author's exposition or argument and evaluate whether the structure is effective.	format Outline of Essay Drafting Peer Review Tests and quizzes Class Discussion WritingThe sis statements / Closing Research tasks Textual annotations Web research	8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 8.1.12.E.1 Produce a position statement	CRP4. Communica te clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense

purpo	ose and	RI5: Analyze		Determine if an author's	evaluation	about a real	of problems
how		the structure of	RI.11-12.7:	structure is effective in making	 Collaborative 	world problem	and
devel	lop it?	texts, including	Integrate and evaluate	his/her points clear, convincing,	learning	by developing	persevere in
		how specific	multiple sources of	and engaging.	groups	a systematic	solving
Writin	ng	sentences,	information presented in	Evaluate how an author's choice	 Writing 	_	them.
clearl	ly:	paragraphs, and	different media or formats	of structure impacts his/her	conferences	plan of	
What	makes	larger portions	(e.g., visually,	audience.	 Grammar 	investigation	CRP11.
a		of the text (e.g.,	quantitatively) as well as		checks	with peers and	Use
differ	rence?	a section,	in words in order to	Identify multiple sources of	 Vocabulary 	experts	technology
Final		chapter, scene,	address a question or solve	information presented in	checks	synthesizing	to enhance
produ		or stanza) relate	a problem.	different media or formats as		information	productivity
	t does it Producing	to each other		well as in words to assist in		from multiple	
take?		and the whole.	RI.11-12.9:	addressing questions or solving a		sources	
	writer involves		Analyze and reflect on	problem.		5001005	
	selecting	RI7: Integrate	(e.g., practical knowledge,	Evaluate information gathered			
	appropriate	and evaluate	historical/cultural context,	and determine its effectiveness			
What	,	content	and background	to address a question or solve a			
good	structure for an	presented in	knowledge) documents of	problem.			
	rchers audience and	diverse media	historical and literary	Integrate information gathered			
do?	is strengthened	and formats,	significance for their	to answer a question or solve a			
"Cut		including	themes, purposes and	problem.			
Paste:		visually and	rhetorical features,				
	t's the technology.	quantitatively,	including primary source	Identify various documents of			
proble	em?	as well as in	documents relevant to U.S.	historical and literary			
		words.	and/or global history.	significance.			
	Effective			Identify and analyze themes			
	research	RI9: Analyze	RI.11-12.10:	found in various documents of			
	presents an	and reflect on	By the end of grade 12,	historical and literary			
	answer to a	how two or	read and comprehend	significance.			
Why	question,	more texts	literary nonfiction at grade	Analyze and explain how			
	?What demonstrates	address similar	level text-complexity or	different documents of historical			
make		themes or topics	above.	and literary significance utilize			
collab	boratio of the inquiry,	in order to build	W 11 10 1 A	rhetorical features.			
n	and properly	knowledge or to	W.11-12.1.A:	D : 1 /1 / /			
mean	ningful? cites	compare the	Introduce precise,	Recognize when the text I am			
	information	approaches the	knowledgeable claim(s),	reading is too easy or too			
	from multiple	authors take.	establish the significance	difficult for me.			
	sources.		of the claim(s), distinguish	Determine reading strategies that			

Making		RI10: Read and	the claim(s) from alternate	will help me comprehend		
meaning	Effective	comprehend	or opposing claims, and	difficult texts.		
from a	writers use a	complex literary	create an organization that			
variety of	variety of	1	logically sequences	Analyze substantive topics or		
sources:	formats to	and	claim(s), counterclaims,	texts to determine an argument		
What will	communicate	informational	reasons, and evidence.	that causes or has caused debate		
help?	ideas	texts		in society.		
no.p.	appropriate for	independently	W.11-12.1.B:	Choose a side of an argument,		
Why do	the audience,	and proficiently	Develop claim(s) and	identify precise, knowledgeable		
rules of	task, and time	with scaffolding	counterclaims avoiding	claims, and establish the		
language	frame.	as needed.	common logical fallacies	significance of the claim.		
matter?		W1: Write	and using sound reasoning	Identify alternate or opposing		
Communica	Comprehensio		and thoroughly, supplying	claims that counter my		
ting clearly:	n is enhanced	arguments to	the most relevant evidence	argument.		
What does it	through a	support claims	for each while pointing out	Organize claims, counterclaims,		
take?	collaborative	in an analysis of	the strengths and	reasons, and evidence into a		
	process of	substantive	limitations of both in a	logical sequence.		
	sharing and	topics or texts,	manner that anticipates the	Anticipate my audience's		
	evaluating	using valid	audience's knowledge	knowledge level, concerns,		
When a	ideas.	reasoning and	level, concerns, values,	values, and possible biases and		
word does		relevant and	and possible biases.	develop claims and		
not make	Effective	sufficient	_	counterclaims by pointing out		
sense, what	readers and	evidence.	W.11-12.1.C:	the most relevant strengths and		
can I do?	writers use	evidence.	Use transitions (e.g.,	limitations of both.		
How do I	knowledge of		words, phrases, clauses) to	Present an argument in a formal		
use what I	the structure	W5: Develop	link the major sections of	style and with an objective tone.		
know to	and context of	and strengthen	the text, create cohesion,	Create cohesion and clarify		
figure out	language to	writing as	and clarify the	relationships among claims and		
what I do	acquire,	needed by	relationships between	counterclaims using transitions		
not know?	clarify, and	planning,	claim(s) and reasons,	as well as varied syntax.		
	appropriately	revising,	between reasons and	Provide a concluding		
	use	editing,	evidence, and between	statement/section that supports		
	vocabulary.		claim(s) and	my argument.		
		rewriting, or	counterclaims.			
		trying a new		Use prewriting strategies to		
		approach.	W.11-12.1.D:	formulate ideas.		
			Establish and maintain a	Recognize that a well-developed		
			style and tone appropriate	piece of writing requires more		

	T	1	1	
W6: Use	to the audience and	than one draft.		
technology,	purpose (e.g., formal and	Apply revision strategies with		
including the	objective for academic	and without the help of others.		
Internet, to	writing) while attending to	Edit writing by checking for		
produce and	the norms and conventions	errors in capitalization,		
	of the discipline in which	punctuation, grammar, spelling,		
publish writing	they are writing.	etc.		
and to interact		Analyze my writing to determine		
and collaborate	W.11-12.1.E:	if the purpose and audience have		
with others.	Provide a concluding	been fully addressed and revise		
	paragraph or section that	when necessary.		
W7: Conduct	supports the argument	Prepare multiple drafts using		
short as well as	presented (e.g.,	revisions and edits to develop		
more sustained	articulating implications or	and strengthen the writing.		
	the significance of the	Recognize when revising,		
research	topic).	editing, and rewriting are not		
projects,		enough, and a new approach		
utilizing an	W.11-12.5:	needs to be attempted.		
inquiry-based	Develop and strengthen			
research	writing as needed by	Identify technology that will		
process, based	planning, revising, editing,	help produce, publish, and		
on focused	rewriting, trying a new	update individual or shared		
questions,	approach, or consulting a	writing products.		
demonstrating	style manual (such as	Determine the most efficient		
understanding	MLA or APA Style),	technology medium to complete		
	focusing on addressing	the writing task.		
of the subject	what is most significant	Respond to ongoing feedback		
under	for a specific purpose and	and/or new arguments of		
investigation.	audience.	information to produce, publish,		
		and update writing projects.		
W8: Gather	W.11-12.6:	D		
relevant	Use technology, including	Define research and distinguish		
information	the Internet, to produce,	how research differs from other		
from multiple	share, and update	types of writing.		
print and digital	individual or shared	Focus research around a problem		
	writing products in	to be solved, a central question is		
sources, assess	response to ongoing	provided, or a self-generated		
the credibility	feedback, including new	question.		

	and accuracy of	arguments or information.	Choose several sources and		
	each source,	W.11-12.7:	synthesize information to answer		
	and integrate	Conduct short as well as	a research inquiry.		
	the information	more sustained research	Create a research paper/project		
	while avoiding	projects to answer a	to demonstrate understanding of		
	plagiarism.	question (including a	a subject.		
	piagiarisiii.	self-generated question) or			
		solve a problem; narrow or	Determine the credibility of a		
	W9: Draw	broaden the inquiry when	source.		
	evidence from	appropriate; synthesize	Assess the strengths and		
	literary or	multiple sources on the	limitations of a source to		
	informational	subject, demonstrating	determine those most		
	texts to support	understanding of the	appropriate to the task, purpose,		
	analysis,	subject under	and audience, while avoiding		
	reflection, and	investigation.	over-reliance on any one source.		
	research.		Use advanced searches with		
		W.11-12.8:	multiple authoritative print		
	W10: Write	Gather relevant	and/or digital sources effectively		
	routinely over	information from multiple	to gather information needed to		
	extended time	authoritative print and	support research.		
	frames (time for	digital sources, using	Avoid plagiarism.		
	research,	advanced searches	Determine when research data or		
	reflection, and	effectively; assess the	facts must be quoted and		
	revision) and	strengths and limitations	integrate the information into my		
	<i>'</i>	of each source in terms of	text to maintain the flow of		
	shorter time	the task, purpose, and	ideas.		
	frames (a single	audience; integrate	Follow a standard citation format		
	sitting or a day	information into the text	to create a bibliography for		
	or two) for a	selectively to maintain the	sources and to avoid plagiarism.		
	range of tasks,	flow of ideas, avoiding			
	purposes, and	plagiarism and	Define textual evidence.		
I I	audiences.	overreliance on any one	Determine textual evidence that		
	uuu1011005.	source and following a	supports analysis, reflection,		
	SL1: Prepare	standard format for	and/or research.		
	•	citation. (MLA or APA	Compose written responses that		
	for and	Style Manuals).	include textual evidence to		
	participate		strengthen my analysis,		
	effectively in a		reflection, and/or research.		

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range of				
conversations	W.11-12.9.B:	Determine a writing format/		
and	Apply grades 11–12	style appropriate to task,		
collaborations	Reading standards to	purpose, and audience.		
with diverse	literary nonfiction (e.g.,	Write for a variety of reasons.		
	"Delineate and evaluate	Recognize that different writing		
partners,	the reasoning in seminal	tasks require varied time frames		
building on	texts, including the	to complete.		
others' ideas	application of			
and expressing	constitutional principles	Review and/or research materials		
their own	and use of legal reasoning	to be discussed and determine		
clearly and	[e.g., in U.S. Supreme	key points and/or central ideas.		
persuasively.	Court Case majority	Create questions and locate key		
persuasivery.	opinions and dissents] and	textual evidence to contribute to		
12.	the premises, purposes,	a discussion on a given topic.		
L2:	and arguments in works of	Work with peers to define the		
Demonstrate	public advocacy [e.g., The	rules and roles necessary to		
command of the	Federalist, presidential	promote civil discussion and		
conventions of	addresses]").	stimulate a thoughtful		
standard		well-reasoned exchange of ideas.		
English	W.11-12.10:	Participate in discussion by		
capitalization,	Write routinely over	posing questions that connect the		
punctuation,	extended time frames	ideas of several speakers,		
•	(time for research,	responding to questions, and		
and spelling	reflection, and revision)	elaborating on my own ideas		
when writing.	and shorter time frames (a	and/or the ideas of others to		
	single sitting or a day or	ensure a full range of positions		
L3: Apply	two) for a range of tasks,	on a topic or issue.		
knowledge of	purposes.	Propel conversations by		
language to		clarifying, verifying, or		
understand how	SL.11-12.1.A:	challenging ideas and		
	Come to discussions	conclusions to promote		
language	prepared, having read and	divergent and creative		
functions in	researched material under	perspectives.		
different	study; explicitly draw on	Respond thoughtfully to diverse		
contexts, to	that preparation by	perspectives; synthesize		
make effective	referring to evidence from	comments, claims, and evidence;		
choices for	texts and other research on	resolve contradictions when		

meaning or	the topic or issue to	possible; and determine when		
style, and to	stimulate a thoughtful,	additional information or		
comprehend	well reasoned exchange of	research is required.		
more fully	ideas.	1		
		Determine when to capitalize		
when reading or	SL.11-12.1.B: Collaborate	words.		
listening.	with peers to promote	Apply common hyphenation		
	civil, democratic	conventions.		
L4: Determine	discussions and	Recognize that there are many		
or clarify the	decision-making, set clear	different rules concerning		
meaning of	goals and assessments	hyphens and use resources to		
unknown and	(e.g. student developed	assist in hyphenating correctly.		
multiple-meani	rubrics), and establish	Identify misspelled words and		
ng words and	individual roles as needed.	use resources to assist me in		
phrases by		spelling correctly.		
	SL.11-12.1.C:			
using context	Propel conversations by	Identify how language functions		
clues, analyzing	posing and responding to	in different contexts.		
meaningful	questions that probe	Analyze the context of various		
word parts, and	reasoning and evidence;	texts and determine how		
consulting	ensure a hearing for a full	language choice affects meaning,		
general and	range of positions on a	style, and comprehension.		
specialized	topic or issue; clarify,	Explain that syntax refers to how		
reference	verify, or challenge ideas and conclusions; and	words are arranged to form sentences.		
materials, as	promote divergent and	Identify regular and irregular		
appropriate.	creative perspectives.	syntax.		
проримс.	creative perspectives.	Write using varied syntax and		
L5:	SL. 11-12.1.D:	consult references for guidance		
	Respond thoughtfully to	as needed.		
Demonstrate	diverse perspectives;	Recognize that writers creatively		
understanding	synthesize comments,	employ varied/ irregular syntax		
of word	claims, and evidence made	to convey imagery, to create		
relationships	on all sides of an issue;	rhyme schemes, to emphasize		
and nuances in	resolve contradictions	ideas, etc.		
word meanings.	when possible; and	,		
	determine what additional	Infer the meaning of unknown		
	information or research is	words using context clues.		
	111101111441011 01 140441411 15	Words asing content class.		

required to deepen the	ne Recognize and define common
investigation or com	
the task.	Break words into units to infer
	their meaning.
L.11-12.2.A:	Use patterns of word changes to
Observe hyphenation	
conventions.	part of speech.
	Verify inferences of meaning,
L.11-12.2.B:	part of speech, etymology and/or
Spell correctly.	standard usage by consulting
Spon concerty.	reference books.
L.11-12.3.A:	Telefenee books.
Vary syntax for effe	ct, Recognize different denotative
apply an understand	
syntax to the study of	
complex texts.	phrases that have similar
complex texts.	denotations can carry different
L.11-12.4.A:	nuances.
Use context (e.g., the	
overall meaning of a	
sentence, paragraph,	
text; a word's position	
function in a sentence	
clue to the meaning	
word or phrase.	01 4
word or phrase.	
L.11-12.4.B:	
Identify and correctl	V 1100
patterns of word cha	
that indicate differer	
meanings or parts of	
speech (e.g., conceiv	
speech (e.g., concerv	
conception, conceive	nuic).
L.11-12.4.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. L.11-12.4.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.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.				
Unit 5: British Foundatio ns / 4-6 Weeks	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What makes a story a	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose, and	RL1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to	RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. RL.11-12.2: Determine two or more themes or central ideas of	Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain.	Common Assessment: CA 5 Sonnet Presentation Formative and Summative Assessment Options: • Vocabulary Quizzes • Grammar quizzes • Reading Quizzes	6.2.12.D.2d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.	CRP1. Act as a responsible and contributing citizen and employee CRP4. Communica te clearly and effectively and with reason.

"great"	viewpoint	support	a text and analyze their		Socratic	
story?	allows an	conclusions	development over the	Define theme.	Discussions	
	effective	drawn from the	course of the text,	Analyze plot to determine two or	 Guided Notes 	
In what	reader to gain	text.	including how they	more themes.	• In-class/Journ	
ways doe			interact and build on one	Determine how multiple themes	al writing	
creative	strengthen	RL2:Determine	another to produce a	in a text develop and interact to	 Essay drafting 	
choice	understanding.	central ideas or	-	build on one another and	Web-research	
impact ar			complex account; provide	produce a complex account.	and	
audience'		themes of a text	an objective summary of	Define summary.	evaluation	
Whose st	5	and analyze	the text.	Compose an objective summary	• Peer editing	
is it, and	integration of	their		stating the key points of the text.	• Collaborative	
why does		development;	RL.11-12.3:	11-4:6-1-4-4-6-4-4-4	learning	
matter?	ideas, effective readers	summarize the	Analyze the impact of the	Identify elements of a story or drama.	groups • Textual	
What do	analyze and	key supporting	author's choices regarding	Analyze how elements of a story	annotations	
good	evaluate	details and	how to develop and relate	or drama are developed and/or	Dramatic	
readers de		ideas.	elements of a story or drama (e.g., where a story	interrelated.	viewing and	
"Cut and	reasoning, and		is set, how the action is	Analyze the impact of the	interpretations	
Paste:"	claims in	RL3: Analyze	ordered, how the	author's choices in presenting	Close reading	
What's th		how and why	characters are introduced	elements of a story or drama.	erest reading	
problem?	formats.	individuals,	and developed).			
1		events, and	una de verepea).	Determine how an author chose		
	Effective	*	RL.11-12.5:	to structure specific parts of a		
	research	ideas develop	Analyze how an author's	text.		
	presents an	and interact	choices concerning how to	Analyze specific parts of the text		
	answer to a	over the course	structure specific parts of a	and explain how the individual		
Why writ	1	of a text.	text (e.g., the choice of	parts fit into the overall		
What do	demonstrates		where to begin or end a	structure.		
good writ		RL5: Analyze	story, the choice to	Analyze how an author's choice		
do?	of the inquiry,	the structure of	provide a comedic or	of structuring specific parts of a		
	and properly	texts, including	tragic resolution)	text affects the overall meaning.		
	cites	how specific	contribute to its overall	Analyze how an author's choice		
	information	sentences,	structure and meaning as	of structuring specific parts of a		
	from multiple	paragraphs, and	well as its aesthetic	text creates an aesthetic impact.		
What mal	sources.	larger portions	impact.	Identify multiple intermedations		
collabora		of the text (e.g.,	DI 11 12 7	Identify multiple interpretations of the same source of text.		
		a section,	RL.11-12.7:	Analyze how authors interpret a		
n	writers use a	a Section,	Analyze multiple	Analyze now authors interpret a		

meaningful?	variety of	chapter, scene,	interpretations of a story,	source text.		
Making	formats to	or stanza) relate	drama, or poem (e.g.,	Evaluate various works that have		
meaning	communicate	to each other	recorded or live	drawn on or transformed the		
from a	ideas		production of a play or	same source material and explain		
variety of	appropriate for	and the whole.	recorded novel or poetry),	the varied interpretations of	ļ	
sources:	the audience,		evaluating how each	different		
What will	task, and time	RL7: Integrate	version interprets the	authors/directors/producers.		
help?	frame.	and evaluate	source text. (Include at	addition discounting productions.		
		content	least one play by	Define research and distinguish		
What makes	Comprehensio	presented in	Shakespeare and one play	how research differs from other		
a	n is enhanced	diverse media	by an American	types of writing.		
presentation	through a	and formats,	dramatist.)	Focus my research around a		
"great"?	collaborative	including		problem to be solved, a central		
"What I	process of	_	W.11-12.7:	question that is provided, or a		
say" versus	sharing and	visually and	Conduct short as well as	self-generated question I have		
"how I say	evaluating	quantitatively,	more sustained research	determined.		
it", does it	ideas.	as well as in	projects to answer a	Choose several sources.		
really		words.	question (including a	Determine if I need to narrow or		
matter?			self-generated question) or	broaden my inquiry based on the		
		W7: Conduct	solve a problem; narrow or	information gathered.		
		short as well as	broaden the inquiry when	Create a research paper/project		
		more sustained	appropriate; synthesize	to demonstrate understanding of		
		research	multiple sources on the	the subject under investigation		
Why do		projects,	subject, demonstrating			
rules of	Presentation of		understanding of the	Define textual evidence.		
language	knowledge and	utilizing an	subject under	Determine textual evidence that		
matter?	ideas is	inquiry-based	investigation.	supports my analysis, reflection,		
Communica	enhanced	research		and /or research.		
ting clearly:	through	process, based	W.11-12.9.A:	Compose written responses and		
What does it	appropriate	on focused	Apply grades 11–12	include textual evidence to		
take?	organization	questions,	Reading standards to	strengthen my analysis,		
	and style for	demonstrating	literature (e.g.,	reflection, and /or research.		
How does	an audience	understanding	"Demonstrate knowledge	Define textual evidence.		
the situation	via the use of	of the subject	of eighteenth-, nineteenth-	Determine textual evidence that		
affect	visual		and early twentieth-	supports my analysis, reflection,		
meaning?	displays,	under	century foundational	and /or research.		
How does	technology,	investigation.	works, including how two	Compose written responses and		
author's	and the		or more texts from the	include textual evidence to		

С	choice	appropriate use	W9: Draw	same period treat similar	strengthen my analysis,		
i	mpact an	of language.	evidence from	themes or topics").	reflection, and /or research.		
	audience?	0 0	literary or	W.11-12.10:			
		Effective	informational	Write routinely over	Review and/or research materials		
		communicatio		extended time frames	to be discussed and determine		
		n of ideas	texts to support	(time for research,	key points and/or central ideas.		
		when speaking	analysis,	reflection, and revision)	Work with peers to define the		
		or writing	reflection, and	and shorter time frames (a	rules and roles necessary to		
		relies on the	research.	single sitting or a day or	promote civil discussion and		
7	When a	appropriate use		two) for a range of tasks,	stimulate a thoughtful		
v	word does	of the	W10: Write	purposes.	well-reasoned exchange of ideas.		
n	not make	conventions of	routinely over		Come prepared with key points		
S	sense, what	language.	extended time	SL.11-12.1.A:	and textual evidence to		
c	can I do?		frames (time for	Come to discussions	contribute to a discussion and		
ŀ	How do I	Effective	`	prepared, having read and	stimulate a thoughtful		
u	ise what I	readers,	research,	researched material under	well-reasoned exchange of ideas.		
k	know to	writers, and	reflection, and	study; explicitly draw on	Participate in discussion by		
f	figure out	listeners use	revision) and	that preparation by	posing questions that connect the		
v	what I do	knowledge of	shorter time	referring to evidence from	ideas of several speakers,		
n	not know?	language to	frames (a single	texts and other research on	responding to questions, and		
		make	sitting or a day	the topic or issue to	elaborating on my own ideas		
		appropriate	or two) for a	stimulate a thoughtful,	and/or the ideas of others to		
		choices when	range of tasks,	well reasoned exchange of	ensure a full range of positions		
	When a	presenting	purposes, and	ideas.	on a topic or issue.		
	word does	information	audiences.				
	not make	and to clarify	audiences.	SL.11-12.1.B:	Identify various purposes for		
	sense, what	meaning when	CI 1 D	Collaborate with peers to	presenting information to a		
	can I do?	reading or	SL1: Prepare	promote civil, democratic	reader or audience.		
	How do I	listening.	for and	discussions and	Analyze the information		
	use what I		participate	decision-making, set clear	presented in diverse media and		
	know to	Effective	effectively in a	goals and assessments	formats and integrate the		
	figure out	readers and	range of	(e.g. student developed	information in order to make		
	what I do	writers use	conversations and	rubrics), and establish	informed decisions and solve		
n	not know?	knowledge of	collaborations	individual roles as needed.	problems.		
		the structure	with diverse		Evaluate the credibility and		
		and context of	partners,	SL.11-12.2:	accuracy of various		
		language to	building on	Integrate multiple sources	presentations and note any		
		acquire,	others' ideas	of information presented	discrepancies.		
			onicis ideas				

T	1					1
	clarify, and	and expressing	in diverse media or			
	appropriately	their own	formats (e.g., visually,	Define viewpoint of the speaker		
	use	clearly and	quantitatively,	about the situation/topic being		
	vocabulary.	persuasively.	qualitatively, orally)	presented.		
	_		evaluating the credibility	Determine a speaker's viewpoint		
		SL2: Integrate	and accuracy of each	and explain his/her reasoning.		
		and evaluate	source.	Define rhetoric.		
			source.	Identify when a speaker uses		
	ECCti	information	CI 11 12 2.			
	Effective	presented in	SL.11-12.3:	evidence and /or rhetoric and		
	readers and	diverse media	Evaluate a speaker's point	analyze how these techniques		
	writers use	and formats,	of view, reasoning, and	strengthen his/her viewpoint or		
	knowledge of	·	use of evidence and	purpose.		
	the structure	including	rhetoric, assessing the	Assess the stance, premises,		
	and context of	visually,	stance, premises, links	links among ideas, word choice,		
	language to	quantitatively,	among ideas, word choice,	points of emphasis, and tone		
	acquire,	and orally.	points of emphasis, and	used by the speaker.		
	clarify, and	und ordiny.	tone used.			
	appropriately			Present information, findings,		
	use	SL3: Evaluate a	SL.11-12.4:	and/or supporting evidence		
		speaker's point	Present information,	clearly, concisely, and logically		
	vocabulary.	of view,				
		reasoning, and	findings and supporting	to convey a clear and distinct		
			evidence clearly,	perspective.		
		use of evidence	concisely, and logically.	Present information in a		
		and rhetoric.	The content, organization,	sequence that allows the listener		
			development, and style are	to follow my line of reasoning.		
		SL4: Present	appropriate to task,	Address alternative or opposing		
		information,	purpose, and audience.	perspectives in my presentation.		
				Prepare a presentation with		
		findings, and	SL.11-12.5:	organization, development,		
		supporting	Make strategic use of	substance, and style that are		
		evidence such	digital media (e.g., textual,	appropriate to purpose, task,		
		that listeners	graphical, audio, visual,	audience, and a range of formal		
		can follow the	and interactive elements)	and informal tasks.		
		line of	in presentations to enhance			
		reasoning and	understanding of findings,	Identify the parts of the		
		the	reasoning, and evidence	presentation, including findings,		
		organization,	and to add interest.	reasoning, and evidence, that		
				could use clarification,		
		development,		•		

,					
	and style are		strengthening, and /or additional		
	appropriate to		interest.		
	task, purpose,	SL.11-12.6:	Integrate appropriate digital		
	and audience.	Adapt speech to a variety	media in a strategic manner to		
	and addressee.	of contexts and tasks,	improve my presentation.		
	SL5: Make	demonstrating a command			
		of formal English when	Identify various reasons for		
	strategic use of	indicated or appropriate.	speaking.		
	digital media		Determine speaking tasks that		
	and visual	L.11-12.1.A:	require a formal structure.		
	displays of data	Apply the understanding	Compose a formal speech that		
	to express	that usage is a matter of	demonstrates a command of		
	information and	convention, can change	11-12 language standards.		
	enhance	over time, and is			
	understanding	sometimes contested.	Recognize that conventions of		
	of		standard English usage can		
		L.11-12.3.A:	change over time.		
	presentations.	Vary syntax for effect,	Recognize that certain standard		
		apply an understanding of	English usage can be contested,		
	SL6: Adapt	syntax to the study of	and individuals can dispute what		
	speech to a	complex texts	is correct/proper.		
	variety of		Consult reference materials to		
	contexts and	L.11-12.4.A:	resolve issues of complex or		
	communicative	Use context (e.g., the	contested usage of standard		
	tasks,	overall meaning of a	English.		
	· ·	sentence, paragraph, or			
	demonstrating	text; a word's position or	Identify how language functions		
	command of	function in a sentence) as a	in different contexts.		
	formal English	clue to the meaning of a	Analyze the context of various		
	when indicated	word or phrase.	texts and determine how		
	or appropriate.	I 11 12 4 D.	language choice affects meaning,		
	L2:Demonstrat	L.11-12.4.B:	style, and comprehension.		
	e command of	Identify and correctly use	Explain that syntax refers to how		
	the conventions	patterns of word changes that indicate different	words are arranged to form sentences.		
	of standard	meanings or parts of	Identify regular and irregular		
	English	speech (e.g., conceive,	syntax.		
		1 ()			
	capitalization,	conception, conceivable).	Write using varied syntax and		

punctuation,		consult references for guidance		
and spelling		as needed.		
when writing.	L.11-12.4.C:	Recognize that writers creatively		
l l l l l l l l l l l l l l l l l l l	Consult general and	employ varied/ irregular syntax		
L3: Apply	specialized reference	to convey imagery, to create		
	materials (e.g.,	rhyme schemes, to emphasize		
knowledge of	dictionaries, glossaries,	ideas, etc.		
language to	thesauruses), both print			
understand how	and digital, to find the	Infer the meaning of unknown		
language	pronunciation of a word or	words using context clues.		
functions in	determine or clarify its	Recognize and define common		
different	precise meaning, its part of	affixes and roots.		
contexts, to	speech, its etymology, or	Break words into units to infer		
make effective	its standard usage.	their meaning.		
choices for		Use patterns of word changes to		
	L.11-12.4.D:	determine a work's meaning or		
meaning or	Verify the preliminary	part of speech.		
style, and to	determination of the	Verify inferences of meaning,		
comprehend	meaning of a word or	part of speech, etymology and/or		
more fully	phrase (e.g., by checking	standard usage by consulting		
when reading or	the inferred meaning in	reference books.		
listening.	context or in a dictionary).	D 0 1:1 ::0 0		
		Define and identify forms of		
L4: Determine	L.11-12.5.A:	figurative language.		
or clarify the	Interpret figures of speech	Interpret figures of speech and		
meaning of	(e.g., hyperbole, paradox)	analyze their role overall in the		
	in context and analyze	text.		
unknown and	their role in the text.	Recognize different denotative		
multiple-meani		meanings.		
ng words and		Analyze how certain words and phrases that have similar		
phrases by		denotations can carry different		
using context		· ·		
clues, analyzing		nuances.		
meaningful				
word parts, and				
consulting				
general and				
general and				

			specialized reference materials, as appropriate. L5:Demonstrat e understanding of word relationships and nuances in word meanings.				
Unit 6: Romantici sm / 4-6 Weeks	What do good readers do? Am I clear about what I just read? How do I know? Author's choice: Why does it matter? What makes a story a "great" story? In what ways does creative	Effective readers use a variety of strategies to make sense of key ideas and details presented in text. Analyzing texts for structure, purpose, and viewpoint allows an effective reader to gain insight and strengthen	RL1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.11-12.1: Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 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	Define textual evidence. Define inference and explain how a reader uses textual evidence to reach a logical conclusion. Read closely and find answers explicitly in the text and answers that require inference. Analyze an author's words and determine multiple pieces of textual evidence that strongly and thoroughly support both explicit and inferential questions. Determine places in the text that leave matters uncertain. Define theme. Analyze plot to determine two or more themes. Determine how multiple themes in a text develop and interact to	Common Assessment: CA 6 Romantic Assessment Formative and Summative Assessment Options: Narrative Writing* Analysis of a variety of texts Close reading of a variety of works Jigsaw project Guided	CRP1. Act as a responsible and contributing citizen and employee

choice	understanding.	RL2:Determine	another to produce a	build on one another and	Notes	
impact an		central ideas or	complex account; provide	produce a complex account.	In-class	
audience?	To gain keener	themes of a text	an objective summary of	Define summary.	write/	
Whose story	insight into the	and analyze	the text.	Compose an objective summary	Journal	
is it, and	integration of	their	the text.	stating the key points of the text.	entries	
why does it	knowledge and	development;	RL.11-12.4:		 Dramatic 	
matter?	ideas, effective	summarize the	Determine the meaning of	Define and identify various	viewing and	
What do	readers	key supporting	words and phrases as they	forms of figurative language.	interpretation	
good writers	analyze and evaluate	details and	are used in the text,	Distinguish between literal and figurative language.	 Textual annotations 	
do?	content,	ideas.	including figurative and	Recognize the difference	Vocabulary	
What's the	reasoning, and	lueas.	connotative meanings;	between denotative and	checks	
purpose and	claims in	DI 4. Intomonat	analyze the impact of	connotative meanings.	 Grammar 	
how do I	diverse	RL4: Interpret words and	specific word choices on meaning and tone,	Analyze how an author's choice	checks	
develop it?	formats.		including words with	of specific words evokes a	 Collaborativ 	
		phrases as they	multiple meanings or	particular meaning or tone in a	e group work	
	Writing should	are used in a	language that is	text and explain how using	• Group	
	be purposely	text, including	particularly fresh,	language in a new way creates	discussion	
Writing	focused,	determining	engaging, or beautiful.	an engaging overall effect.		
		<i>'</i>	(Include Shakespeare as			
		· ·	well as other authors.)			
		_				
Final	clearly	• .		the text.		
product:	communicates					
What does it		-		Identify multiple interpretations		
take?	reader.					
		_		1 7		
3371 4 1		tone.	recorded novel or poetry),			
			evaluating how each			
		W3: Write	version interprets the			
	-	narratives to	source text.			
	* * *	develop real or				
What's the	structure for an	imagined				
problem?	audience and	experiences or		Define narrative and describe the		
	is strengthened	events using	, ,	basic parts of plot.		
	through	effective		Engage the reader by introducing		
product: What does it take? What do good readers do? "Cut and Paste:" What's the	communicates the ideas to the reader. Producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened	develop real or imagined experiences or events using	(Include Shakespeare as well as other authors.) 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	Identify multiple interpretations of the same source text. Analyze how authors interpret a source text in different mediums. Evaluate various works that have drawn on or transformed the same source material and explain the varied interpretations of different authors. Define narrative and describe the basic parts of plot.		

		-		I			
		revision and	technique,	significance, establishing	one or more points of view, the		
		technology.	well-chosen	one or multiple point(s) of	narrator, characters, setting, and		
			details, and	view, and introducing a	a problem, situation, or		
	y write?	Effective	well-structured	narrator and/or characters;	observation and its significance.		
	at do	research	event	create a smooth	Use narrative techniques to		
	d writers	presents an		progression of experiences	develop experiences, events,		
do?		answer to a	sequences.	or events.	and/or characters.		
		question,			Use descriptive words and		
		demonstrates	W4: Produce	W.11-12.3.B:	phrases that reveal details,		
		understanding	clear and	Use narrative techniques,	appeal to the senses, and convey		
		of the inquiry,	coherent writing	such as dialogue, pacing,	a vivid picture of the experiences		
		and properly	in which the	description, reflection, and	, events, setting, and/or		
	at makes	cites	development,	multiple plot lines, to	characters.		
colla	aboratio	information	organization,	develop experiences,	Sequence events and signal		
n		from multiple	and style are	events, and/or characters.	changes in time and place by		
	aningful?	sources.	-		using transition words, phrases,		
Mak	_		appropriate to	W.11-12.3.C:	and clauses to show the		
l l	aning	Effective	task, purpose,	Use a variety of	relationships among experiences		
from		writers use a	and audience.	techniques to sequence	and events.		
	iety of	variety of		events so that they build	Create a coherent whole and		
	rces:	formats to	W5: Develop	on one another to create a	build toward a particular		
	at will	communicate	and strengthen	coherent whole and build	outcome using a variety of		
help		ideas	writing as	toward a particular tone	techniques.		
	y do	appropriate for	needed by	and outcome (e.g., a sense	Write a logical conclusion that		
rules		the audience,	-	of mystery, suspense,	reflects on the		
	guage	task, and time	planning,	growth, or resolution).	experiences/events and provides		
matt		frame.	revising,		a sense of closure.		
	nmunica		editing,	W.11-12.3.D:			
	clearly:	Comprehensio	rewriting, or	Use precise words and	Identify the writing style that		
		n is enhanced	trying a new	phrases, telling details, and	best fits my task, purpose and		
take	e?	through a	approach.	sensory language to	audience.		
		collaborative	- *	convey a vivid picture of	Use organizational/formatting		
Whe		process of	W6: Use	the experiences, events,	structures to develop my writing		
	rd does	sharing and	technology,	setting, and/or characters.	ideas.		
	make	evaluating		W 44 42 2 F	Compose a clear and logical		
l l	se, what	ideas.	including the	W.11-12.3.E:	piece of writing that		
	I do?		Internet, to	Provide a conclusion that	demonstrates my understanding		
How	w do I		produce and	follows from and reflects	of a specific writing style.		

			<u> </u>		T .
use what I	publish writing	on what is experienced,	Use prewriting strategies to		
know to	and to interact	observed, or resolved over	formulate ideas.		
figure out	and collaborate	the course of the narrative.	Recognize that a well-developed		
what I do	with others.		piece of writing requires more		
not know? Effective	with others.	W.11-12.4:	than one draft.		
communic	ntio Luc D	Produce clear and coherent	Apply revision strategies with		
n of ideas	W9: Draw	writing in which the	and without the help of others.		
when spea	king evidence from	development,	Edit writing by checking for		
or writing	literary or	organization, and style are	errors in capitalization,		
relies on the	e informational	appropriate to task,	punctuation, grammar, spelling,		
appropriate	use texts to support	purpose, and audience.	etc.		
of the	analysis,		Analyze my writing to determine		
convention	s of reflection, and	W.11-12.5:	if the purpose and audience have		
language.	· · · · · ·	Develop and strengthen	been fully addressed and revise		
	research.	writing as needed by	when necessary.		
Effective		planning, revising, editing,	Prepare multiple drafts using		
readers and	W10: Write	rewriting, trying a new	revisions and edits to develop		
writers use	routinely over	approach, or consulting a	and strengthen the writing.		
knowledge	of extended time	style manual (such as	Recognize when revising,		
the structu		MLA or APA Style),	editing, and rewriting are not		
and contex		focusing on addressing	enough, and a new approach		
language to	reflection, and	what is most significant	needs to be attempted.		
acquire, cl	revision) and	for a specific purpose and			
and		audience.	Identify technology that will		
appropriate	shorter time		help produce, publish, and		
use	frames (a single	W.11-12.6:	update individual or shared		
vocabulary	sitting or a day	Use technology, including	writing products.		
	or two) for a	the Internet, to produce,	Determine the most efficient		
	range of tasks,	share, and update	technology medium to complete		
	purposes, and	individual or shared	the writing task.		
	audiences.	writing products in	Respond to ongoing feedback		
	audichees.	response to ongoing	and/or new arguments of		
	CI 1 D	feedback, including new	information to produce, publish,		
	SL1: Prepare	arguments or information.	and update writing projects.		
	for and				
	participate	W.11-12.9.A:	Define textual evidence.		
	effectively in a	Apply grades 11–12	Determine textual evidence that		
	range of	Reading standards to	supports analysis, reflection,		

	,· 1	1.4	1/ 1		1
	conversations	literature (e.g.,	and/or research.		
	and	"Demonstrate knowledge	Compose written responses that		
	collaborations	of eighteenth-, nineteenth-	include textual evidence to		
l v	with diverse	and	strengthen my analysis,		
	partners,	early-twentieth-century	reflection, and/or research.		
	building on	foundational works,			
	_	including how two or	Determine a writing format/		
	others' ideas	more texts from the same	style appropriate to task,		
	and expressing	period treat similar themes	purpose, and audience.		
	their own	or topics").	Write for a variety of reasons.		
	clearly and		Recognize that different writing		
	persuasively.	W.11-12.10:	tasks require varied time frames		
	r	Write routinely over	to complete.		
	L1:	extended time frames			
		(time for research,	Review and/or research materials		
	Demonstrate	reflection, and revision)	to be discussed and determine		
	command of the	and shorter time frames (a	key points and/or central ideas.		
	conventions of	single sitting or a day or	Create questions and locate key		
s	standard	two) for a range of tasks,	textual evidence to contribute to		
	English	purposes.	a discussion on a given topic.		
	grammar and		Work with peers to define the		
	usage when	SL.11-12.1.A:	rules and roles necessary to		
	_	Come to discussions	promote civil discussion and		
	writing or	prepared, having read and	stimulate a thoughtful		
S	speaking.	researched material under	well-reasoned exchange of ideas.		
		study; explicitly draw on	Participate in discussion by		
	L4: Determine	that preparation by	posing questions that connect the		
	or clarify the	referring to evidence from	ideas of several speakers,		
	meaning of	texts and other research on	responding to questions, and		
	unknown and	the topic or issue to	elaborating on my own ideas		
		stimulate a thoughtful,	and/or the ideas of others to		
	multiple-meani	well reasoned exchange of	ensure a full range of positions		
	ng words and	ideas.	on a topic or issue.		
	phrases by		1		
ι	using context	SL.11-12.1.B:	Recognize that conventions of		
	clues, analyzing	Collaborate with peers to	standard English usage can		
	meaningful	promote civil, democratic	change over time.		
	word parts, and	discussions and	Recognize that certain standard		
	mora paras, and				

				-	
con	nsulting	decision-making, set clear	English usage can be contested,		
gen	neral and	goals and assessments	and individuals can dispute what		
spec	ecialized	(e.g. student developed	is correct/proper.		
refe		rubrics), and establish	Consult reference materials to		
	aterials, as	individual roles as needed.	resolve issues of complex or		
	*		contested usage of standard		
app	propriate.	L.11-12A:	English.		
		Apply the understanding			
L5:	5:	that usage is a matter of	Infer the meaning of unknown		
Der	emonstrate	convention, can change	words using context clues.		
und	derstanding	over time, and is	Recognize and define common		
of v	word	sometimes contested.	affixes and roots.		
	ationships		Break words into units to infer		
	d nuances in	L.11-12.4.A:	their meaning.		
		Use context (e.g., the	Use patterns of word changes to		
Wor	ord meanings.	overall meaning of a	determine a work's meaning or		
		sentence, paragraph, or	part of speech.		
L6:	6: Acquire	text; a word's position or	Verify inferences of meaning,		
and	d use	function in a sentence) as a	part of speech, etymology and/or		
acc	curately a	clue to the meaning of a	standard usage by consulting		
ran	nge of general	word or phrase.	reference books.		
	ademic and				
	main-specific	L.11-12.4.B:	Define and identify forms of		
	ords and	Identify and correctly use	figurative language.		
		patterns of word changes	Interpret figures of speech and		
	rases	that indicate different	analyze their role overall in the		
	fficient for	meanings or parts of	text.		
read	ading,	speech (e.g., conceive,	Recognize different denotative		
writ	riting,	conception, conceivable).	meanings.		
spec	eaking, and		Analyze how certain words and		
	tening at the	L.11-12.4.C:	phrases that have similar		
	llege and	Consult general and	denotations can carry different		
	reer readiness	specialized reference	nuances.		
		materials (e.g.,			
leve	<i>'</i>	dictionaries, glossaries,	Recognize the difference		
	monstrate	thesauruses), both print	between general academic words		
	dependence in	and digital, to find the	and phrases and domain-specific		
gatl	thering	pronunciation of a word or	words and phrases.		

vocabulary	determine or clarify its	Acquire and use college and	
knowledge	precise meaning, its part of	career readiness level academic	
when	speech, its etymology, or	and domain-specific	
encountering an	its standard usage.	words/phrases to demonstrate	
unknown term		proficiency in reading, writing,	
important to	L.11-12.4.D:	speaking, and listening.	
comprehension	Verify the preliminary	Consider vocabulary knowledge	
	determination of the	including denotation, nuance,	
or expression.	meaning of a word or	etymology, etc. and determine	
	phrase (e.g., by checking	the most appropriate words or	
	the inferred meaning in context or in a dictionary).	phrases to express overall meaning.	
	context of in a dictionary).	Gather vocabulary knowledge	
	L.11-12.5.A:	independently when considering	
	Interpret figures of speech	a word or phrase important to	
	(e.g., hyperbole, paradox)	comprehension or expression.	
	in context and analyze	ecompression of empression.	
	their role in the text.		
	L.11-12.5.B:		
	Analyze nuances in the		
	meaning of words with		
	similar denotations.		
	. .		
	L.11-12.6:		
	Acquire and use accurate		
	general academic and		
	domain-specific words and		
	phrases, sufficient for reading, writing, speaking,		
	and listening at the college		
	and career readiness level;		
	demonstrate independence		
	in gathering vocabulary		
	knowledge when		
	considering a word or		
	phrase important to		
	comprehension or		

				expression.				
TI 14 7	XX71 (1	Ecc .:	DI 1 D 1	DI 11 12 1	D.C. (1 :1	C	(1.12.D1(CDD1
Unit 7: Exploring	What do good	Effective readers use a	RL1: Read	RL.11-12.1: Cite strong and thorough	Define textual evidence. Define inference and explain	Common Assessment:	6.1.12.D16a Analyze the	CRP1. Act as a
Global	readers do?	variety of	closely to	textual evidence and make	how a reader uses textual	CA 7 Literary	impact of	responsible
Cultures /	Am I clear	strategies to	determine what	relevant connections to	evidence to reach a logical	Analysis Essay	American	and
4-6 Weeks	about what I	make sense of	the text says	support analysis of what	conclusion.	1 11141 / 515 2554 /	culture on	contributing
	just read?	key ideas and	explicitly and to	the text says explicitly as	Read closely and find answers	Formative and	other world	citizen and
	How do I	details	make logical	well as inferences drawn	explicitly in the text and answers	Summative	cultures from	employee.
	know?	presented in	inferences and	from the text, including	that require inference.	Assessment	multiple	CRP4.
		text.	relevant	determining where the text	Analyze an author's words and	Options:	perspectives.	Communica
	Author's		connections	leaves matters uncertain.	determine multiple pieces of	• Close reading		te clearly
	choice: Why	A 1 .	from it; cite	DI 11 12 2	textual evidence that strongly	of a selection		and
	does it matter?	Analyzing texts for	specific textual	RL.11-12.2: Determine two or more	and thoroughly support both explicit and inferential questions.	of short stories		effectively and with
	What makes	structure,	evidence when	themes or central ideas of	Determine places in the text that	• Small/large		reason.
	a story a	purpose, and	writing or	a text and analyze their	leave matters uncertain.	group		CRP12.
	"great"	viewpoint	speaking to	development over the		discussions		Work
	story?	allows an	support	course of the text,	Define theme.	In-class		productively
		effective	conclusions	including how they	Analyze plot to determine two or	writing		in teams
	In what	reader to gain	drawn from the	interact and build on one	more themes.	 Group project 		while using
	ways does	insight and	text.	another to produce a	Determine how multiple themes	 Determining 		cultural
	creative	strengthen		complex account; provide	in a text develop and interact to	central ideas		global
	choice	understanding.	RL2:Determine	an objective summary of	build on one another and	• Essay drafting		competence.
	impact an audience?	To goin Isomer	central ideas or	the text.	produce a complex account. Define summary.	Peer editingTests/quizzes		
	Whose story	To gain keener insight into the	themes of a text	RL.11-12.3:	Compose an objective summary	Web research		
	is it, and	integration of	and analyze	Analyze the impact of the	stating the key points of the text.	and		
	why does it	knowledge and	their	author's choices regarding	saming the key points of the text.	evaluation		
	matter?	ideas, effective	development;	how to develop and relate	Identify an author's viewpoint	Textual		
		readers	summarize the	elements of a story or	in a text.	annotations		
	What do	analyze and	key supporting	drama (e.g., where a story	Analyze words stated directly in	 Vocabulary 		
	good writers	evaluate		is set, how the action is	a text and determine when an	checks		

do?	content,	details and	ordered, how the	author is requiring the reader to	• Grammar	
What's my	reasoning, and	ideas.	characters are introduced	make an inference as to what is	checks	
purpose and	claims in		and developed).	really meant.		
how do I	diverse	RL3: Analyze		Recognize when authors use		
develop it?	formats.	how and why	RL.11-12.6:	literary techniques to shape the		
			Analyze a case in which	content and style of a text.		
	Writing should	individuals,	grasping a point of view			
	be purposely	events, and	requires distinguishing	Identify various documents of		
Write	focused,	ideas develop	what is directly stated in a	historical and literary		
clearly:	detailed,	and interact	text from what is really	significance.		
What makes	organized, and	over the course	meant (e.g., satire,	Identify and analyze themes		
a	sequenced in a	of a text.	sarcasm, irony, or	found in various documents of		
difference?	way that		understatement).	historical and literary		
Final	clearly	RL6: Assess		significance.		
product:	communicates		RL.11-12.9:	Analyze and explain how		
What does it	the ideas to the	how point of	Demonstrate knowledge of	different documents of historical		
take?	reader.	view or purpose	and reflect on (e.g.,	and literary significance treat		
		shapes the	practical knowledge,	similar themes or topics.		
	Producing	content and	historical/cultural context,	Analyze how the viewpoint of an		
	clear ideas as a	style of a text.	and background	author impacts his/her approach		
What do	writer involves		knowledge) eighteenth-,	to a theme or topic found in a		
good	selecting	RL9: Analyze	nineteenth- and early	particular time period.		
researchers	appropriate	and reflect on	twentieth-century			
do?	style and	how two or	foundational works of	Determine the purpose behind		
"Cut and	structure for an		literature, including how	the creation of documents of		
Paste":	audience and	more texts	two or more texts from the	historical and literary		
What's the	is strengthened	address similar	same period treat similar	significance.		
problem?	through	themes or topics	themes or topics.	Explain the themes, purposes,		
	revision and	in order to build	D7 44 40 0	and rhetorical features in		
	technology.	knowledge or to	RI.11-12.8:	documents of historical or		
		compare the	Describe and evaluate the	literary significance.		
	T.00 .:	approaches the	reasoning in seminal U.S.	Identify and evaluate significant		
11771 : O	Effective	authors take.	and global texts, including	documents including primary		
Why write?	research		the application of	source documents.		
What do	presents an	RI8: Delineate	constitutional principles	Write information while		
good writers	answer to a		and use of legal reasoning	maintaining an objective tone		
do?	question,	and evaluate the	(e.g., in U.S. Supreme	and formal style that includes an		
	demonstrates	argument and	Court majority opinions	introduction that previews what		

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	understanding	specific claims	and dissents) and the	is to follow, supporting details,	
	of the inquiry,	in a text,	premises,	varied transitions, and syntax,	
	and properly	including the	purposes, and arguments	and a concluding	
	cites	validity of the	in works of public	statement/section that supports	
What makes	information	reasoning as	advocacy (e.g., The	the information presented.	
collaboratio	from multiple	well as the	Federalist, presidential		
n	sources.		addresses).	Recognize when the text is too	
meaningful?		relevance and		easy or too difficult for me.	
Making	Effective	sufficiency of	W.11-12.2.A:	Determine reading strategies that	
meaning	writers use a	the evidence.	Introduce a topic; organize	will help me comprehend	
from a	variety of		complex ideas, concepts,	difficult texts.	
variety of	formats to	W1: Write	and information so that	Choose a topic and identify and	
sources:	communicate	arguments to	each new element builds	select the most significant and	
What will	ideas	support claims	on that which precedes it	relevant information to develop	
help?	appropriate for		to create a unified whole;	and share with my audience.	
	the audience,	in an analysis of	include formatting (e.g.,	Determine the structure that will	
Why do the	task, and time	substantive	headings), graphics (e.g.,	organize complex ideas so that	
rules of	frame.	topics or texts,	figures, tables), and	each new element builds on what	
language		using valid	multimedia when useful to	precedes it.	
matter?	Comprehensio	reasoning and	aiding comprehension.	Analyze the information,	
Communica	n is enhanced	relevant and		identify domain-specific	
ting clearly:	through a	sufficient	W.11-12.2.B:	vocabulary for a topic,	
What does in		evidence.	Develop the topic	incorporate techniques such as	
take?	process of	evidence.	thoroughly by selecting	metaphor, simile, and analogy,	
	sharing and	11/2 11/2·	the most significant and	and organize information into	
When a	evaluating	W2: Write	relevant facts, extended	broader categories using the	
word does	ideas.	informative/exp	definitions, concrete	appropriate structure.	
not make		lanatory texts to	details, quotations, or		
sense, what		examine and	other information and	Identify the writing style that	
can I do?		convey complex	examples appropriate to	best fits the task, purpose, and	
How do I		ideas and	the audience's knowledge	audience.	
use what I		information	of the topic.	Use organizational/ formatting	
know to		clearly and		structures to develop writing	
figure out		1	W.11-12.2.C:	ideas.	
what I do	Effective	accurately	Use appropriate and varied	Compose a clear and logical	
not know?	communicatio	through the	transitions and syntax to	piece of writing that	
	n of ideas	effective	link the major sections of	demonstrates an understanding	
	when speaking	selection,	the text, create cohesion,	of a specific writing style.	

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or writing	organization,	and clarify the	Use prewriting strategies to		
relies on the	and analysis of	relationships among	formulate ideas.		
appropriate use	content.	complex ideas and	Recognize that a well-developed		
of the		concepts.	piece of writing requires more		
conventions of	W4: Produce		than one draft.		
language.	clear and	W.11-12.2.D:	Apply revision strategies with		
	coherent writing	Use precise language,	and without the help of others.		
Effective	in which the	domain-specific	Edit writing by checking for		
readers and	development,	vocabulary, and	errors in capitalization,		
writers use	organization,	techniques such as	punctuation, grammar, spelling,		
knowledge of	and style are	metaphor, simile, and	etc.		
the structure	appropriate to	analogy to manage the	Analyze my writing to determine		
and context of	task, purpose,	complexity of the topic.	if the purpose and audience have		
language to	and audience.		been fully addressed and revise		
acquire,	and addrence.	W.11-12.2.E:	when necessary.		
clarify, and	W9: Draw	Establish and maintain a	Prepare multiple drafts using		
appropriately	evidence from	style and tone appropriate	revisions and edits to develop		
use		to the audience and	and strengthen the writing.		
vocabulary.	literary or	purpose (e.g., formal and	Recognize when revising,		
	informational	objective for academic	editing, and rewriting are not		
	texts to support	writing) while attending to	enough, and a new approach		
	analysis,	the norms and conventions	needs to be attempted.		
	reflection, and	of the discipline in which			
	research.	they are writing.	Define research and distinguish		
			how research differs from other		
	W10: Write	W.11-12.2.F:	types of writing.		
	routinely over	Provide a concluding	Focus research around a problem		
	-	paragraph or section that	to be solved, a central question is		
	extended time	supports the argument	provided, or a self-generated		
	frames (time for	presented (e.g.,	question.		
	research,	articulating implications or	Choose several sources and		
	reflection, and	the significance of the	synthesize information to answer		
	revision) and	topic).	a research inquiry.		
	shorter time	W 11 10 1	Create a research paper/project		
	frames (a single	W.11-12.4:	to demonstrate understanding of		
	sitting or a day	Produce clear and coherent	a subject.		
		writing in which the			
	or two) for a	development,	Define textual evidence.		

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range of tasks,	organization, and style are	Determine textual evidence that		
purposes, and	appropriate to task,	supports analysis, reflection,		
audiences.	purpose, and audience.	and/or research.		
		Compose written responses that		
SL1: Prepare	W.11-12.5:	include textual evidence to		
-	Develop and strengthen	strengthen my analysis,		
for and	writing as needed by	reflection, and/or research.		
participate	planning, revising, editing,			
effectively in a	rewriting, trying a new	Determine a writing format/		
range of	approach, or consulting a	style appropriate to task,		
conversations	style manual (such as	purpose, and audience.		
and	MLA or APA Style),	Write for a variety of reasons.		
collaborations	focusing on addressing	Recognize that different writing		
with diverse	what is most significant	tasks require varied time frames		
	for a specific purpose and	to complete.		
partners,	audience.			
building on		Review and/or research materials		
others' ideas	W.11-12.7:	to be discussed and determine		
and expressing	Conduct short as well as	key points and/or central ideas.		
their own	more sustained research	Create questions and locate key		
clearly and	projects to answer a	textual evidence to contribute to		
•	question (including a	a discussion on a given topic.		
persuasively.	self-generated question) or	Work with peers to define the		
	solve a problem; narrow or	rules and roles necessary to		
L1:Demonstrat	broaden the inquiry when	promote civil discussion and		
e command of	appropriate; synthesize	stimulate a thoughtful		
the conventions	multiple sources on the	well-reasoned exchange of ideas.		
of standard	subject, demonstrating	Participate in discussion by		
English	understanding of the	posing questions that connect the		
grammar and	subject under	ideas of several speakers,		
•	investigation.	responding to questions, and		
usage when		elaborating on my own ideas		
writing or	W.11-12.9.A:	and/or the ideas of others to		
speaking.	Apply grades 11–12	ensure a full range of positions		
	Reading standards to	on a topic or issue.		
L4: Determine	literature (e.g.,	Propel conversations by		
or clarify the	"Demonstrate knowledge	clarifying, verifying, or		
meaning of	of eighteenth-, nineteenth-	challenging ideas and		
meaning or				

unknown and	and	conclusions to promote	
	and	conclusions to promote	
multiple-meani	early-twentieth-century	divergent and creative	
ng words and	foundational works,	perspectives.	
phrases by	including how two or	Decree in that converting of	
using context	more texts from the same	Recognize that conventions of	
clues, analyzing	period treat similar themes	standard English usage can	
meaningful	or topics").	change over time.	
		Recognize that certain standard	
word parts, and	W.11-12.10:	English usage can be contested,	
consulting	Write routinely over	and individuals can dispute what	
general and	extended time frames	is correct/proper.	
specialized	(time for research,	Consult reference materials to	
reference	reflection, and revision)	resolve issues of complex or	
materials, as	and shorter time frames (a	contested usage of standard	
appropriate.	single sitting or a day or	English.	
арргорпас.	two) for a range of tasks,		
1.50	purposes.	Infer the meaning of unknown	
L5:Demonstrat		words using context clues.	
e understanding	SL.11-12.1.A:	Recognize and define common	
of word	Come to discussions	affixes and roots.	
relationships	prepared, having read and	Break words into units to infer	
and nuances in	researched material under	their meaning.	
word meanings.	study; explicitly draw on	Use patterns of word changes to	
l l l l l l l l l l l l l l l l l l l	that preparation by	determine a work's meaning or	
I C. A a mains	referring to evidence from	part of speech.	
L6: Acquire	texts and other research on	Verify inferences of meaning,	
and use	the topic or issue to	part of speech, etymology and/or	
accurately a	stimulate a thoughtful,	standard usage by consulting	
range of general	well reasoned exchange of	reference books.	
academic and	ideas.		
domain-specific		Recognize different denotative	
words and	SL.11-12.2.B:	meanings.	
phrases	Collaborate with peers to	Analyze how certain words and	
	promote civil, democratic	phrases that have similar	
sufficient for	discussions and	denotations can carry different	
reading,	decision-making, set clear	nuances.	
writing,	goals and assessments		
speaking, and	(e.g., students developed	Recognize the difference	

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	listening at the	rubrics), and establish	between general academic words		
	college and	individual roles as needed.	and phrases and domain-specific		
	career readiness		words and phrases.		
	level;	SL.11-12.2.C:	Acquire and use college and		
	demonstrate	Propel conversations by	career readiness level academic		
		posing and responding to	and domain-specific		
	independence in	questions that probe	words/phrases to demonstrate		
	gathering	reasoning and evidence;	proficiency in reading, writing,		
	vocabulary	ensure a hearing for a full	speaking, and listening.		
	knowledge	range of positions on a	Consider vocabulary knowledge		
	when	topic or issue; clarify,	including denotation, nuance,		
	encountering an	verify, or challenge ideas	etymology, etc. and determine		
	unknown term	and conclusions; and	the most appropriate words or		
		promote divergent and	phrases to express overall		
	important to	creative perspectives.	meaning.		
	comprehension	r	Gather vocabulary knowledge		
	or expression.	L.11-12.1.A:	independently when considering		
		Apply the understanding	a word or phrase important to		
		that usage is a matter of	comprehension or expression.		
		convention, can change	т		
		over time, and is			
		sometimes contested.			
		sometimes contested.			
		L.11-12.4.A:			
		Use context (e.g., the			
		overall meaning of a			
		sentence, paragraph, or			
		text; a word's position or			
		function in a sentence) as a			
		clue to the meaning of a			
		word or phrase.			
		word of piliase.			
		L.11-12.4.B:			
		Identify and correctly use			
		patterns of word changes			
		that indicate different			
		meanings or parts of			
		speech (e.g., conceive,			

conception, conceivable).
L.11-12.4.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.
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L.11-12.4.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.11-12.5.B:
Analyze nuances in the
meaning of words with
similar denotations.
L.11-12.6:
Acquire and use accurate
general academic and
domain-specific words and
phrases, sufficient for
reading, writing, speaking,
and listening at the college
and disterning at the confege and career readiness level;
demonstrate independence
in gathering vocabulary

				knowledge when considering a word or phrase important to comprehension or expression.				
Unit 8: From Modernis m to Now / 4-6 Weeks	Author's choice: Why does it matter? What makes a story a "great" story? In what ways does creative choice impact an audience? Whose story is it, and why does it matter? What do good readers do?	Analyzing texts for structure, purpose, and viewpoints allows an effective reader to gain insight and strengthen understanding. To gain keener insight into the integration of knowledge and ideas, effective readers analyze and evaluate content, reasoning, and claims in	RL4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. RL5: Analyze the structure of texts, including how specific sentences,	RL.11-12.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful (e.g., Shakespeare as well as other authors). 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	Define and identify various forms of figurative language. Distinguish between literal and figurative language. Recognize the difference between denotative and connotative meanings. Analyze how an author's choice of specific words evokes a particular meaning or tone in a text and explain how using language in a new way creates an engaging overall effect. Analyze how specific word choices build on one another to create a cumulative impact on the overall meaning and tone of the text. Determine how an author chose to structure specific parts of a text. Analyze specific parts of the text	Common Assessment: CA & Modernism Assessment Formative and Summative Assessment Options: Close reading Guided Notes Quickwrites Small/large group discussions Peer editing Drafting essays Tests /Quizzes Textual	8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.	creativity and innovation. crep1. Act as a responsible and contributing citizen and employee crep4. Communica te clearly and effectively and with reason. crep6. Demonstrate creativity and innovation. crep11. Use technology to enhance

Am I clear	diverse	paragraphs, and	story, the choice to	and explain how the individual	annotations	productivity
about what I	formats.	larger portions	provide a comedic or	parts fit into the overall	 Vocabulary 	CRP12.
just read?		of the text (e.g.,	tragic resolution)	structure.	checks	Work
How do I	Effective	, •	contribute to its overall	Analyze how an author's choice	 Grammar 	productively
know?	readers use a	a section,	structure and meaning as	of structuring specific parts of a	checks	in teams
	variety of	chapter, scene,	well as its aesthetic	text affects the overall meaning.	 Socratic 	while using
In what	strategies to	or stanza) relate	impact.	Analyze how an author's choice	seminars/	cultural
ways does	make sense of	to each other		of structuring specific parts of a	discussions	global
creative	the ideas and	and the whole.	RL.11-12.6:	text creates an aesthetic impact.		competence.
choice	details		Analyze a case in which	т.		
impact an	presented in	RL6: Assess	grasping a point of view	Identify an author's viewpoint		
audience?	text.	how point of	requires distinguishing	in a text.		
Whose story	10000	-	what is directly stated in a	Analyze words stated directly in		
is it, and		view or purpose	text from what is really	a text and determine when an		
why does it	To gain keener	shapes the	meant (e.g., satire,	author is requiring the reader to		
matter?	insight into the	content and	sarcasm, irony, or	make an inference as to what is		
Writing	integration of	style of a text.	understatement).	really meant.		
clearly:	knowledge and		<i>'</i>	Recognize when authors use		
What makes	ideas, effective	RL9: Analyze	RL.11-12.9: Demonstrate	literary techniques to shape the		
a	readers	and reflect on	knowledge of and reflect	content and style of a text.		
difference?	analyze and	how two or	on (e.g., practical	,		
Final	evaluate	more texts	knowledge,	Identify various documents of		
product:	content,		historical/cultural context,	historical and literary		
What does it	reasoning, and	address similar	and background	significance.		
take?	claims in	themes or topics	knowledge) eighteenth-,	Identify and analyze themes		
	diverse	in order to build	nineteenth- and early	found in various documents of		
	formats.	knowledge or to	twentieth-century	historical and literary		
What do	Producing	compare the	foundational works of	significance.		
good	clear ideas as a	approaches the	literature, including how	Analyze and explain how		
researchers	writer involves	authors take.	two or more texts from the	different documents of historical		
do?	selecting	dutilors take.	same period treat similar	and literary significance treat		
"Cut and	appropriate	DI 10. Dagd	themes or topics.	similar themes or topics.		
Paste:"	style and	RL10: Read	_	Analyze how the viewpoint of an		
What's the	structure for an	and	RL.11-12.10:	author impacts his/her approach		
problem?	audience and	comprehend	By the end of grade 11,	to a theme or topic found in a		
	is strengthened	complex literary	read and comprehend	particular time period.		
	through	and	literature, including			
	revision and	informational	stories, dramas, and poems	Recognize when the text I am		

Why write? What do good writers do?	technology. Effective research presents an answer to a question, demonstrates understanding	texts independently and proficiently with scaffolding as needed. RI8: Delineate and evaluate the	at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	reading is too easy or too difficult for me. Determine reading strategies that will help me comprehend difficult texts. Identify technology that will help produce, publish, and update individual or shared		
What makes collaboratio n meaningful? Making meaning from a variety of sources: What will help? What makes a presentation "great"? "What I	of the inquiry, and properly cites information from multiple sources. Effective writers use a variety of formats to communicate ideas appropriate for the audience, task and time frame. Comprehension is enhanced	argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. W6: Use technology, including the Internet, to produce and publish writing and to interact	RI.11-12.8: Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). W.11-12.6: Use technology, including	writing products. Determine the most efficient technology medium to complete the writing task. Respond to ongoing feedback and/or new arguments of information to produce, publish, and update writing projects. Define research and distinguish how research differs from other types of writing. Focus research around a problem to be solved, a central question is provided, or a self-generated question. Choose several sources and synthesize information to answer a research inquiry.		
"What I say" versus "how I say it", does it really matter?	through a collaborative process of sharing and evaluating ideas.	and collaborate with others. W7: Conduct short as well as more sustained research projects, utilizing an	the Internet, to produce, share, 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	Create a research paper/project to demonstrate understanding of a subject. Determine the credibility of a source. Assess the strengths and limitations of a source to determine those most appropriate to the task, purpose,		

		inquiry-based	more sustained research	and audience, while avoiding		
Why do the		research	projects to answer a	over-reliance on any one source.		
rules of		process, based	question (including a	Use advanced searches with		
language		on focused	self-generated question) or	multiple authoritative print		
matter?			solve a problem; narrow or	and/or digital sources effectively		
Communica	Presentation of	questions,	broaden the inquiry when	to gather information needed to		
ting clearly:	knowledge and	demonstrating	appropriate; synthesize	support research.		
What does it	ideas is	understanding	multiple sources on the	Avoid plagiarism.		
take?	enhanced	of the subject	subject, demonstrating	Determine when research data or		
	through	under	understanding of the	facts must be quoted and		
	appropriate	investigation.	subject under	integrate the information into my		
How does	organization	investigation.	investigation.	text to maintain the flow of		
situation	and style for	W8: Gather	, , , , , , , , , , , , , , , , , , ,	ideas.		
affect	an audience		W.11-12.8:	Follow a standard citation format		
meaning?	via the use of	relevant	Gather relevant	to create a bibliography for		
How does	visual	information	information from multiple	sources and to avoid plagiarism.		
author's	displays,	from multiple	authoritative print and	1 0		
choice	technology,	print and digital	digital sources, using	Define textual evidence.		
impact an	and the	sources, assess	advanced searches	Determine textual evidence that		
audience?	appropriate use	the credibility	effectively; assess the	supports analysis, reflection,		
	of language.	and accuracy of	strengths and limitations	and/or research.		
	or minguage.	each source,	of each source in terms of	Compose written responses that		
		and integrate	the task, purpose, and	include textual evidence to		
	Effective	_	audience; integrate	strengthen my analysis,		
	communicatio	the information	information into the text	reflection, and/or research.		
	n of ideas	while avoiding	selectively to maintain the			
When a	when speaking	plagiarism.	flow of ideas, avoiding	Determine a writing format/		
word does	or writing		plagiarism and	style appropriate to task,		
not make	relies on the	W9: Draw	overreliance on any one	purpose, and audience.		
sense, what	appropriate use	evidence from	source and following a	Write for a variety of reasons.		
can I do?	of the	literary or	standard format for	Recognize that different writing		
How do I	conventions of	informational	citation. (MLA or APA	tasks require varied time frames		
use what I	language.		Style Manuals).	to complete.		
know to		texts to support				
figure out		analysis,	W.11-12.9.A:	Review and/or research materials		
what I don't		reflection, and	Apply grades 11–12	to be discussed and determine		
know?	Effective	research.	Reading standards to	key points and/or central ideas.		
	readers,		literature (e.g.,	Create questions and locate key		
	writers, and					

111	11/10 11/ 'r	(D) (1 1 1 1			
listeners use	W10: Write	"Demonstrate knowledge	textual evidence to contribute to		
	routinely over	of eighteenth-, nineteenth-	a discussion on a given topic.		
language to	extended time	and early	Work with peers to define the		
make	frames (time for	twentieth-century	rules and roles necessary to		
appropriate	research,	foundational works,	promote civil discussion and		
choices when	reflection, and	including how two or	stimulate a thoughtful		
presenting	· ·	more texts from the same	well-reasoned exchange of ideas.		
information	revision) and	period treat similar themes	Participate in discussion by		
and to clarify	shorter time	or topics").	posing questions that connect the		
meaning when	frames (a single		ideas of several speakers,		
reading or	sitting or a day	W.11-12.10:	responding to questions, and		
listening.	or two) for a	Write routinely over	elaborating on my own ideas		
	range of tasks,	extended time frames	and/or the ideas of others to		
Effective	purposes, and	(time for research,	ensure a full range of positions		
readers and		reflection, and revision)	on a topic or issue.		
writers use	audiences.	and shorter time frames (a	Respond thoughtfully to diverse		
knowledge of		single sitting or a day or	perspectives; synthesize		
the structure	SL1: Prepare	two) for a range of tasks,	comments, claims, and evidence;		
and context of	for and	purposes.	resolve contradictions when		
language to	participate		possible; and determine when		
	effectively in a	SL.11-12.1.A:	additional information or		
1	range of	Come to discussions	research is required.		
opproprietaly	conversations	prepared, having read and			
luse		researched material under	Identify various purposes for		
I Vocabulary.	and	study; explicitly draw on	presenting information to a		
	collaborations	that preparation by	reader or audience.		
	with diverse	referring to evidence from	Analyze the information		
	partners,	texts and other research on	presented in diverse media and		
	building on	the topic or issue to	formats and integrate the		
	others' ideas	stimulate a thoughtful,	information in order to make		
	and expressing	well reasoned exchange of	informed decisions and solve		
		ideas.	problems.		
	their own		Evaluate the credibility and		
	clearly and	SL.11-12.1.B:	accuracy of various		
	persuasively.	Collaborate with peers to	presentations and note any		
		promote civil, democratic	discrepancies.		
	SL2: Integrate	discussions and			
	and evaluate	decision-making, set clear	Define viewpoint of the speaker		

1:0	1 1 .	1		
information	goals and assessments	about the situation/topic being		
presented in	(e.g., student developed	presented		
diverse media	rubrics), and establish	Determine a speaker's viewpoint		
and formats,	individual roles as needed.	and explain his/her reasoning.		
including	a	Define rhetoric		
visually,	SL.11-12.1.D:	Identify when a speaker uses		
-	Respond thoughtfully to	evidence and /or rhetoric and		
quantitatively,	diverse perspectives;	analyze how these techniques		
and orally.	synthesize comments,	strengthen his/her viewpoint or		
	claims, and evidence made	purpose.		
SL3: Evaluate a	on all sides of an issue;	Assess the stance, premises,		
speaker's point	resolve contradictions	links among ideas, word choice,		
of view,	when possible; and	points of emphasis, and tone		
reasoning, and	determine what additional	used by the speaker.		
use of evidence	information or research is			
and rhetoric.	required to deepen the	Present information, findings,		
	investigation or complete	and/or supporting evidence		
Presentation of	the task.	clearly, concisely, and logically		
Knowledge and	CT 44 40 0	to convey a clear and distinct		
Ideas .	SL.11-12.2:	perspective.		
SL4: Present	Integrate multiple sources	Present information in a		
information,	of information presented	sequence that allows the listener		
findings, and	in diverse formats and	to follow my line of reasoning.		
supporting	media (e.g., visually,	Address alternative or opposing		
evidence such	quantitatively, orally) in	perspectives in my presentation.		
that listeners	order to make informed	Prepare a presentation with		
	decisions and solve	organization, development,		
can follow the	problems, evaluating the	substance, and style that are		
line of	credibility and accuracy of each source and noting	appropriate to purpose, trask,		
reasoning and	any discrepancies among	audience, and a range of formal and informal tasks.		
the	the data.	and informal tasks.		
organization,	uic uata.	Identify the parts of the		
development,	SL.11-12.3:	presentation, including findings,		
and style are	Evaluate a speaker's point	reasoning, and evidence, that		
appropriate to	of view, reasoning, and	could use clarification,		
task, purpose,	use of evidence and	strengthening, and /or additional		
and audience.	rhetoric, assessing the	interest.		
and audience.	metoric, assessing the	merest.		

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	stance, premises, links	Integrate appropriate digital		
SL5: Make	among ideas, word choice,	media in a strategic manner to		
strategic use of	points of emphasis, and	improve my presentation.		
digital media	tone used.			
and visual		Identify various reasons for		
displays of data	SL.11-12.4:	speaking.		
	Present information,	Determine speaking tasks that		
to express	findings and supporting	require a formal structure.		
information and	evidence clearly,			
enhance	concisely, and logically.	Recognize that conventions of		
understanding	The content, organization,	standard English usage can		
of	development, and style are	change over time.		
presentations.	appropriate to task,	Recognize that certain standard		
presentations.	purpose, and audience.	English usage can be contested,		
SL6: Adapt		and individuals can dispute what		
	SL.11-12.5:	is correct/proper.		
speech to a	Make strategic use of	Consult reference materials to		
variety of	digital media (e.g., textual,	resolve issues of complex or		
contexts and	graphical, audio, visual,	contested usage of standard		
communicative	and interactive elements)	English.		
tasks,	in presentations to enhance			
demonstrating	understanding of findings,	Identify how language functions		
command of	reasoning, and evidence	in different contexts.		
formal English	and to add interest.	Analyze the context of various		
when indicated		texts and determine how		
	SL.11-12.6:	language choice affects meaning,		
or appropriate.	Adapt speech to a variety	style, and comprehension.		
	of contexts and tasks,	Explain that syntax refers to how		
L1:Demonstrat	demonstrating a command	words are arranged to form		
e command of	of formal English when	sentences.		
the conventions	indicated or appropriate.	Identify regular and irregular		
of standard		syntax.		
English	L.11-12.1.A:	Write using varied syntax and		
	Apply the understanding	consult references for guidance		
grammar and	that usage is a matter of	as needed.		
usage when	convention, can change	Recognize that writers creatively		
writing or	over time, and is	employ varied/ irregular syntax		
speaking.	sometimes contested.	to convey imagery, to create		

		L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.11-12.3.A: Vary syntax for effect, apply an understanding of syntax to the study of complex texts. L.11-12.4.A: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B: Identify and correctly use	Identify how language functions in different contexts. Analyze the context of various texts and determine how language choice affects meaning, style, and comprehension. Explain that syntax refers to how words are arranged to form sentences. Identify regular and irregular syntax. Write using varied syntax and consult references for guidance as needed. Recognize that writers creatively		
		L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference	patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.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.	employ varied/ irregular syntax to convey imagery, to create rhyme schemes, to emphasize ideas, etc. Infer the meaning of unknown words using context clues. Recognize and define common affixes and roots. Break words into units to infer their meaning. Use patterns of word changes to determine a work's meaning or part of speech. Verify inferences of meaning, part of speech, etymology and/or standard usage by consulting reference books.		

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materials, as appropriate.		Define and identify forms of figurative language.		
11 1	L.11-12.4.D:	Interpret figures of speech and		
L5:Demonstrat	Verify the preliminary	analyze their role overall in the		
e understanding	determination of the	text.		
_	meaning of a word or	Recognize different denotative		
of word	phrase (e.g., by checking	meanings.		
relationships	the inferred meaning in	Analyze how certain words and		
and nuances in	context or in a dictionary).	phrases that have similar		
word meanings.		denotations can carry different		
	L.11-12.5.A:	nuances.		
L6: Acquire	Interpret figures of speech			
and use	(e.g., hyperbole, paradox)	Recognize the difference		
accurately a	in context and analyze	between general academic words		
range of general	their role in the text.	and phrases and domain-specific		
academic and	I 11 12 7 D	words and phrases.		
domain-specific	L.11-12.5.B: Analyze nuances in the	Acquire and use college and career readiness level academic		
words and	meaning of words with	and domain-specific		
	similar denotations.	words/phrases to demonstrate		
phrases	similar denotations.	proficiency in reading, writing,		
sufficient for	L.11-12.6:	speaking, and listening.		
reading,	Acquire and use accurate	Consider vocabulary knowledge		
writing,	general academic and	including denotation, nuance,		
speaking, and	domain-specific words and	etymology, etc. and determine		
listening at the	phrases, sufficient for	the most appropriate words or		
college and	reading, writing, speaking,	phrases to express overall		
career readiness	and listening at the college	meaning.		
level;	and career readiness level;	Gather vocabulary knowledge		
demonstrate	demonstrate independence	independently when considering		
independence in	in gathering vocabulary	a word or phrase important to		
gathering	knowledge when	comprehension or expression.		
vocabulary	considering a word or			
-	phrase important to			
knowledge	comprehension or			
when	expression.			
encountering an				
unknown term				

	important to			
	comprehension			
	or expression.			

SEMESTER I

Informational Texts

Allen, Janet, et al. Holt McDougal Literature 12. Houghton Mifflin Harcourt, 2012.

Lunsford, Andrea A., et al. Everything's an Argument. Bedford St. Martin's, 2106.

*Teachers will also select additional readings of high literary merit for supplementation of each unit. Teacher selections will be appropriate for the grade level and supportive of the unit theme and curriculum standards.

SEMESTER II

Literature

Allen, Janet, et al. Holt McDougal Literature 12. Houghton Mifflin Harcourt, 2012.

Hemingway, Ernest. The Sun Also Rises. Scribner, 2006.

McEwan, Ian. The Children Act. Doubleday, 2014.

Orwell, George. 1984. Penguin, 1950.

Shakespeare, William. The Complete Works of William Shakespeare: The Alexander Text. Harper Collins, 2006.

Shelley, Mary. Frankeinstein. reissue ed., Bantam Classic, 2003.

*Teachers will also select additional readings of high literary merit for supplementation of each unit. Teacher selections will be appropriate for the grade level and supportive of the unit theme and curriculum standards.

DVDS/Videos

1984

A&E Biography: Austen
A&E Biography: Fitzgerald
A&E Biography: Hemingway
A&E Biography: Shakespeare
A&P
Antwone Fischer
Breaking Away

Capote
Catch Me If You Can

Civil Action, A

Clean Well-Lighted Place, A

Clueless Emma

Emperor's Club, The

Ernest Hemingway: Famous Authors

Euphio Question, The Finding Forrester Four Feathers Frankenstein Gosford Park Great Gatsby, The Hamlet In Cold Blood

Hamlet
In Cold Blood
Into the Wild
Lottery, The
Macbeth

Pride and Prejudice Role of Theater in Ancient Greece, The Sense and Sensibility Tess of D'Urbervilles Theban Trilogy

Truman Show, The