High School Topics English Language Arts 3 Curriculum

Course Description: This course is designed to meet the needs of students who are ready to meet the challenges of an intensified study of literature, coupled with a variety of writing opportunities. The course is focused on the concepts of Author’s Craft, Argumentation, Theme and Perspective, and Close Reading. Reading selections span from early American writers to contemporary authors, while the writing and oral presentations are designed to develop the student’s critical thinking skills and ability to use the text to support interpretation.

Scope and Sequence:

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5 weeks (daily semester block)</td>
<td>The Author’s Craft</td>
<td>Topic 1: The Power of Culture</td>
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<tr>
<td>9.5 weeks (split-block)</td>
<td></td>
<td>Topic 2: The Power of Literary Heritage</td>
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<td>Topic 3: The Power of Words</td>
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<td>4.5 weeks (daily semester block)</td>
<td>Argumentation</td>
<td>Topic 1: The Power of Analysis</td>
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<td>Topic 3: The Power of Advocacy</td>
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<tr>
<td>4.5 weeks (daily semester block)</td>
<td>Theme and Perspective</td>
<td>Topic 1: The Power of the Individual</td>
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<td>9 weeks (split-block)</td>
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<td>Topic 2: The Power of the Universal Human Experience</td>
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<td>Topic 3: The Power of One Voice</td>
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<td>Topic 4: The Power of Social Commentary</td>
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<tr>
<td>4.5 weeks (daily semester block)</td>
<td>Close Reading</td>
<td>Topic 1: The Power of Reading to Teach Us about Life, Humanity, and the World</td>
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<tr>
<td>9 weeks (split-block)</td>
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<td>Topic 2: The Power of Reading to Shape Our Own Opinions, Values, and Beliefs by Clarifying Our Own Identity</td>
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<td>Topic 3: The Power of Reading to Relate to Our Future as Well as Our Past</td>
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Draft—May, 2015
Unit 1: The Author’s Craft

Subject: English Language Arts 3
Grade: 11
Name of Unit: The Power of Words
Length of Unit: 4.5 weeks (daily semester block) / 9.5 weeks (split-block)
Overview of Unit: Words can incite us, inspire us, heal us, and build into change. This unit challenges students to examine the power of culture in shaping humanity, appreciate the tradition and steadfastness of literary heritage, and anticipate the power of words as presented through deliberate message, purpose, voice, syntax, and grammatical build. In turn, we will examine the shaping capacities our social and historical contexts hold for us.

Across Unit 1, students will thoroughly examine the concepts of author’s purpose and its supporting craft. Reading literary and informational texts, students will cite textual evidence that documents an author’s choice concerning text structure and word choice, and they will analyze how choices impact the overall meaning, tone, and aesthetic of the text.

Utilizing close-reading activities, students will use textual evidence from reading to synthesize writing and speech that analyze how an author’s choices concerning development and relation of textual elements, specific word choices, and structure of the text create an aesthetic impact that convey the author’s purpose.

Priority Standards for unit:

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.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.
- CCSS ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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● CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

● CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

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

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

● CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

● CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

● CCSS.ELA-LITERACY.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.

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

● CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Supporting Standards for unit:

● CCSS.ELA-LITERACY.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.

● CCSS.ELA-LITERACY.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).

- **CCSS.ELA-LITERACY.RL.11-12.5** Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

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

- **CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

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

- **CCSS.ELA-LITERACY.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.L.11-12.2.A Observe hyphenation conventions
- CCSS.ELA-LITERACY.L.11-12.2B Spell correctly.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
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<tbody>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says explicitly</td>
<td>Cite</td>
<td>Apply</td>
<td>2</td>
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<td>strong and thorough textual evidence to support analysis of inferences drawn from the text</td>
<td>Cite</td>
<td>Apply</td>
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<td>where text leaves matters uncertain</td>
<td>Determine</td>
<td>Evaluate</td>
<td>3</td>
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<td>Analyze</td>
<td>Analyze</td>
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<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
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<td>how specific individuals interact over the course of the text</td>
<td>Explain</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>how specific individuals develop over the course of the text</td>
<td>Explain</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>how specific ideas interact over the course of the text</td>
<td>Explain</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>how specific events develop over the course of the text</td>
<td>Explain</td>
<td>Understand</td>
<td>4</td>
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<td>impact of the author’s choices regarding how to develop and relate elements of a story</td>
<td>Analyze</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>impact of the author’s choices regarding how to develop and relate elements of a drama</td>
<td>Analyze</td>
<td>Evaluate</td>
<td>4</td>
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<td>to discussions prepared, having read and researched material under study</td>
<td>Come</td>
<td>Create</td>
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<td>to evidence from texts and other research on the topic or issue</td>
<td>Refer</td>
<td>Evaluate</td>
<td>3</td>
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<tr>
<td>a topic</td>
<td>Introduce</td>
<td>Create</td>
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<td>complex ideas</td>
<td>Organize</td>
<td>Analyze</td>
<td>4</td>
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<td>Organize</td>
<td>Analyze</td>
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<td>graphics</td>
<td>Include</td>
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<td>Include</td>
<td>Analyze</td>
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<tr>
<td>the topic thoroughly</td>
<td>Develop</td>
<td>Create</td>
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<thead>
<tr>
<th>Skill</th>
<th>Grade Level</th>
<th>Complexity</th>
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<tbody>
<tr>
<td>most significant and relevant facts</td>
<td>Select</td>
<td>Understand</td>
</tr>
<tr>
<td>extended definitions</td>
<td>Select</td>
<td>Understand</td>
</tr>
<tr>
<td>concrete details</td>
<td>Select</td>
<td>Understand</td>
</tr>
<tr>
<td>quotations</td>
<td>Select</td>
<td>Understand</td>
</tr>
<tr>
<td>other information and examples appropriate to the audience’s knowledge of the topic</td>
<td>Select</td>
<td>Evaluate</td>
</tr>
<tr>
<td>appropriate transitions</td>
<td>Use</td>
<td>Apply</td>
</tr>
<tr>
<td>varied transitions</td>
<td>Use</td>
<td>Apply</td>
</tr>
<tr>
<td>syntax</td>
<td>Use</td>
<td>Apply</td>
</tr>
<tr>
<td>cohesion</td>
<td>Create</td>
<td>Create</td>
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<tr>
<td>relationships among complex ideas and concepts</td>
<td>Clarify</td>
<td>Understand</td>
</tr>
<tr>
<td>precise language</td>
<td>Use</td>
<td>Apply</td>
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<tr>
<td>domain-specific vocabulary</td>
<td>Use</td>
<td>Apply</td>
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<tr>
<td>techniques such as a metaphor, simile, and analogy</td>
<td>Use</td>
<td>Apply</td>
</tr>
<tr>
<td>the complexity of the topic</td>
<td>Manage</td>
<td>Create</td>
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<td>formal style</td>
<td>Establish</td>
<td>Apply</td>
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<tr>
<td>formal style</td>
<td>Maintain</td>
<td>Apply</td>
</tr>
<tr>
<td>objective tone</td>
<td>Establish</td>
<td>Apply</td>
</tr>
<tr>
<td>objective tone</td>
<td>Maintain</td>
<td>Apply</td>
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<tr>
<td>norms and conventions to the discipline in which they are writing</td>
<td>Attend to</td>
<td>Analyze</td>
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<tr>
<td>concluding statement or section that follows form</td>
<td>Provide</td>
<td>Create</td>
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<tr>
<td>the information or explanation presented</td>
<td>Support</td>
<td>Understand</td>
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<tr>
<td>command of the conventions of standard English grammar and usage when writing</td>
<td>Demonstrate</td>
<td>Apply</td>
</tr>
<tr>
<td>command of the conventions of standard English grammar and usage when speaking</td>
<td>Demonstrate</td>
<td>Apply</td>
</tr>
<tr>
<td>syntax for effect</td>
<td>Vary</td>
<td>Apply</td>
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<td>understanding of syntax to the study of complex texts when reading</td>
<td>Apply</td>
<td>Apply</td>
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<tr>
<td>nuances in the meaning of words with similar denotations</td>
<td>Analyze</td>
<td>Analyze</td>
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<tr>
<td>grades 11-12 Reading standards to literature</td>
<td>Apply</td>
<td>Apply</td>
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<tr>
<td>grades 11-12 Reading standards to literary nonfiction</td>
<td>Apply</td>
<td>Apply</td>
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<tr>
<td>multiple interpretations of a story, drama, or poem (e.g., recorded or</td>
<td>Analyze</td>
<td>Analyze</td>
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live production of a play or recorded novel or poetry)
how multiple interpretations of a store interprets the source text | Evaluate | Analyze | 4

**Essential Questions:**

1. Why do stories matter?
2. Why humans feel the need to share our stories?
3. How does our literary legacy impact present-day life?
4. How does popular culture shape literature?
5. How do the decisions we make affect the world around us?
6. How do the choices an author makes convey the author’s purpose?
7. How does authorial word choice (diction) impact readers?

**Enduring Understanding/Big Ideas:**

1. Passing on stories tends to satisfy a common human desire for connection, survival, enrichment, inspiration, and more.
2. Composing stories tends to satisfy a common human desire to be remembered as an individual or society.
3. Our literary legacy brings to life our history as humans and satisfies a fundamental curiosity to know about past and origins.
4. The popular culture surrounding an author can create a context that can heavily impact the style and messages conveyed in present-day text.
5. Just as individuals impact the world around them in small or large ways, so do decisions of characters impact plot.
6. An author’s purpose should be supported at all times by how he or she develops and relates characterization, setting, plot, structure of a text, manipulation of time, and tone.
7. Fresh, engaging, or beautiful words or phrases add to the aesthetic impact felt by readers.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grammar</td>
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<td>Mechanics</td>
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<td>Oral Tradition</td>
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<tr>
<td>Plot</td>
<td></td>
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<tr>
<td>Rhetoric (Ethos, Logos, Pathos)</td>
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<tr>
<td>Rhetorical Appeals</td>
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<td>Sentence Structure</td>
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<tr>
<td>Syntax</td>
<td></td>
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<tr>
<td>Voice</td>
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**Resources for Vocabulary Development:** Use quality tools

Draft—May, 2015
Engaging Experience 1
Title: Exploring the Influence of Society on Cultural Texts
Suggested Length of Time: Three (3) 90-minute class periods

Standards Addressed:

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

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

Detailed Description/Instructions: This experience sets the tone for the course’s focus upon a culture’s impact on its texts. Students will examine a variety of initial narrative works and their respective cultural contexts, recognizing and analyzing evidence of connections between stories and society through use of written reader response and Socratic Seminars. Contemporary anchor text examples may include “This I Believe” essays from 1950s or present, “Story Corps” stories based on events such as 9/11, or Tim O’Brien’s “On the Rainy River” from The Things They Carried. Other accessible short story selections might include Flannery O’Connor’s “A Good Man is Hard to Find,” and Charlotte Perkins Gilman’s “A Yellow Wallpaper.” Teachers are encouraged to bring in added discussion of works of music and art (i.e. Bob Dylan’s “It’s Alright, Ma,” images from American Realism, contemporary memes).

Bloom’s Levels: Understand, Analyze, Evaluate
Webb’s DOK: 3 and 4
Rubric: To be created

Engaging Experience 2
Title: Self-Examining Culture’s Power to Shape Interests, Values, Beliefs
Suggested Length of Time: One (1) ninety-minute class period

Standards Addressed:

Priority:
- CCSS.ELA-LITERACY.W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which

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precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- CCSS.ELA-LITERACY.W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**Supporting:**

- CCSS.ELA-LITERACY.W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- CCSS.ELA-LITERACY.W.11-12.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.W.11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- CCSS.ELA-LITERACY.W.11-12.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- CCSS.ELA-LITERACY.L.11-12.2.A: Observe hyphenation conventions
- CCSS.ELA-LITERACY.L.11-12.2B: Spell correctly.

**Detailed Description/Instructions:**

This experience further sets the tone for the course’s focus upon a culture’s impact on its citizens’ worldviews. Students will examine a variety of text excerpts that show development of a single author or character’s value system. Teachers are encouraged to provide students with a list of authors to be encountered across the length of the course and encourage individual students to conduct independent webquests, so that they may ultimately one another through informal, multimedia presentations on the authors as the year and units progress. After examining the students’ own societal backgrounds and value systems, students will use speech or writing to explore his or her own personal impacts felt by popular culture.

**Bloom’s Levels:** Understand, Create

**Webb’s DOK:** 2

**Rubric:** To be created

Draft—May, 2015
Engaging Experience 3

Title: Exploring the Relationship Between Religion/Beliefs and Society

Suggested Length of Time: Two (2) ninety-minute class periods

Standards Addressed

Priority:

- CCSS.ELA-LITERACY.RI.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-LITERACY.W.11-12.9.A: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- CCSS.ELA-LITERACY.W.11-12.9.B: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Supporting:

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

Detailed Description/Instructions: Using methods of inquiry, students will examine one or more religious movements within their appropriate historical context(s) and analyze anchor texts for the same time periods for potential impacts by such movements. Teachers may wish to have students critically read and discuss anchor texts such as segment(s) of The Crucible (literary Draft—May, 2015
drama), Johnathan Edwards’ “Sinners in the Hands of an Angry God” (sermon), Anne Bradstreet’s “Upon the Burning of our House” and “To My Dear and Loving Husband” (poetry), as well as more timely texts connected to current events.

**Bloom’s Levels:** Analyze, Create

**Webb’s DOK:** 1 and 2

**Rubric:** To be created

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**Engaging Experience 4**

**Title:** Understanding Our Humanity’s Representation in the World

**Suggested Length of Time:** Two (2) ninety-minute class periods

**Standards Addressed:**

**Priority:**
- CCSS.ELA-LITERACY.W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**Supporting:**
- CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- CCSS.ELA-LITERACY.W.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Detailed Description/Instructions:** Students will analyze the role that popular culture texts play in representing daily life across time periods. Additionally, they will discuss students’ personal encounter with common literary themes (e.g. the quest for success, the discovery of self).
the pursuit of dreams, etc.). Teachers are encouraged to surround students with examples of impressionable, historical media (art and music) juxtaposed with short, written texts of the same era. In response, teachers may choose to have students produce mini-presentations of present-day popular culture’s artifacts that tend to be most impressionable now and/or in the future.

Bloom’s Levels: Analyze, Apply, Create
Webb’s DOK: 3 and 4
Rubric: To be created
Engaging Experience 1

Title: Global Archetypes

Suggested Length of Time: Four (4) ninety-minute class periods

Standards Addressed:

Priority:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Supporting:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and
overreliance on any one source and following a standard format for
citation.

○ CCSS.ELA-LITERACY.W.11-12 Use technology, including the
Internet, to produce, publish, and update individual or shared writing
products in response to ongoing feedback, including new arguments or
information.

Detailed Description/Instructions: Students will explore and analyze archetypal concepts
through a variety of early American texts including but not limited to Native American myths
and creation story paintings. Additionally, students may continue to encounter works of literary
drama such as Arthur Miller’s The Crucible. In conjunction with the analysis of literary
stereotypes, students are encouraged to discuss online or in person meaningful conjectures based
on the text.

Bloom’s Levels: Analyze, Evaluate, Understand, Apply

Webb’s DOK: 3 and 4

Rubric: To be created

Engaging Experience 2

Title: Honoring the Past

Suggested Length of Time: Two (2) ninety-minute class periods

Standards Addressed:

Priority:

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

• CCSS.ELA-LITERACY.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.

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

• CCSS.ELA-LITERACY.W.11-12.2.B: Develop the topic thoroughly by selecting
the most significant and relevant facts, extended definitions, concrete details,
quotations, or other information and examples appropriate to the audience's
knowledge of the topic.

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

- CCSS.ELA-LITERACY.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).

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

- CCSS.ELA-LITERACY.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

Detailed Description/Instructions: Students will explore and defend the power of storytelling as a way of remembering. Anchor texts may include elements of the oral tradition as well as encounters with variety of epistolary correspondence, narrative journals, visual art, and recordings, analyzing prevalent themes and drawing parallels to contemporary composition. Teachers may wish to encourage students to utilize resources such as the Library of Congress’ American Memory website and focus on early archives of items such as slave narratives, Native American or colonial speeches, personal diaries and letters of early American settlers, etc. While encountering these texts, students will want to recognize messages and themes that preserve timely themes of the cultures that produced them. Ultimately, students will share out their findings via presentation or discussion board as a class.

Topics Modification: Pull different anchor texts to use with students rather than the ones mentioned above.

Bloom’s Levels: Apply, Analyze, Create, Evaluate

Webb’s DOK: 2, 3, and 4

Rubric: To be created

Draft—May, 2015
Engaging Experience 3

Title: Speaking to the Future

Suggested Length of Time: Three (3) ninety-minute class periods

Standards Addressed

Priority:

- CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Supporting:

- CCSS.ELA-LITERACY.SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

Draft—May, 2015
● CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

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

● CCSS.ELA-LITERACY.L.11-12.2.A Observe hyphenation conventions

● CCSS.ELA-LITERACY.L.11-12.2B Spell correctly.

**Detailed Description/Instructions:** Building upon one’s own literary heritage, each student will produce a personal narrative (i.e. “This I Believe”) exploring the development of a personal tenet he/she considers foundational to his/her way of life. In appreciation of literature’s oral tradition of the past and a symbol for its place in the future, students will be encouraged to record a personal reading of the essay and share with the class at large. Sharing these as a class is a great way to foster added community bonds.

**Bloom’s Levels:** Apply, Analyze, Create

**Webb’s DOK:** 3 and 4

**Rubric:** To be created

Draft—May, 2015
Engaging Experience 1
Title: Evaluating Purpose and Message
Suggested Length of Time: Two (2) ninety-minute class periods
Standards Addressed:

Priority:

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Supporting:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.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).
- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a
story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

Detailed Description/Instructions: Students will explore the rhetorical appeals and recognize them in present-day text. Ultimately, students will access particularly powerful segments of documentary film, advertisements, photography, art, or song from colonial or early American texts to analyze (through discussion and informational presentation) authorial intent and context, as well as historical impact on its surrounding audience. Examples may include but not be limited to The Narrative of the Life of Frederick Douglass.

Bloom’s Levels: Apply, Analyze, Evaluate, Create

Webb’s DOK: 4

Rubric: To be created

Engaging Experience 2

Title: Grammar as Rhetoric

Suggested Length of Time: One (1) ninety-minute class period

Standards Addressed:

Priority:

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

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

- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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

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

- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.

Draft—May, 2015
**CCSS.ELA-LITERACY.W.11-12.9.A:** Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

**Supporting:**

- **CCSS.ELA-LITERACY.RL.11-12.4** Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- **CCSS.ELA-LITERACY.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

**Detailed Description/Instructions:** Students will encounter Robert Hayden’s poem “Frederick Douglass” and analyze with the added insight of literary critic Robert Pinsky’s analysis ("Rhetoric That is Not Rhetoric: Robert Hayden’s ‘Frederick Douglass’"). In response, students will be encouraged to critically read and discuss the work aloud and through written analysis and reflection, focusing notably on words that most appeal to ethos, logos, and pathos. Teachers may elect to have students respond to the poem in writing with their own purposefully structured poem responding to a contemporary or historical figure of significance.

**Bloom’s Levels:** Understand, Apply, Analyze

**Webb’s DOK:** 2, 3 and 4

**Rubric:** To be created

**Engaging Experience 3**

**Title:** Mechanics in Action

**Suggested Length of Time:** *Two (2) ninety-minute class periods [*Time NOT counted toward unit time-span; may be completed at any point throughout the term.]*

**Standards Addressed:**

- **Priority:**

  - **CCSS.ELA-LITERACY.W.11-12.2.C:** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - **CCSS.ELA-LITERACY.L.11-12.1:** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-LITERACY.L.11-12.3.A:** Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
  - **CCSS.ELA-LITERACY.L.11-12.5.B:** Analyze nuances in the meaning of words with similar denotations.

Draft—May, 2015
Supporting:

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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).

- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

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

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

- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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

- CCSS.ELA-LITERACY.W.11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- CCSS.ELA-LITERACY.L.11-12.2.A: Observe hyphenation conventions

- CCSS.ELA-LITERACY.L.11-12.2B: Spell correctly.
Detailed Description/Instructions: Using the ACT English assessment in addition to examination of self-produced writing, students will practice strategies for appropriate use of mechanics in practice.

Bloom’s Levels: Recall, Understanding, Apply, and Develop

Webb’s DOK: 1, 2, and 3

Rubric: To be created

Engaging Experience 4
Title: Syntax and Sentence Structure
Suggested Length of Time: One (1) ninety-minute class period

Standards Addressed:

Priority:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- CCSS.ELA-LITERACY.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.

Supporting:
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
- CCSS.ELA-LITERACY.W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and
audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- CCSS.ELA-LITERACY.W.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
- CCSS.ELA-LITERACY.L.11-12.2.A Observe hyphenation conventions

**Detailed Description/Instructions:** Students will analyze a variety of narrative and/or argumentative texts focusing on the relationship between sentence length and the intensity of tone or pace encountered in the reading experience. Teachers may choose to work with contemporary narrative works such as the opening chapter to *Let the Great World Spin* by Colum McCann, or political works such *The Declaration of Independence*, Patrick Henry’s Speech to the Second Virginia Convention, Thomas Paine’s *The Crisis, No. 1*. Students are encouraged to adapt the syntax and sentence structure within these examples to analyze the impact upon the text’s rhetorical effectiveness.

**Bloom’s Levels:** Understand, Apply, Analyze, Evaluate, Create

**Webb’s DOK:** 2 and 3

**Rubric:** To be created

**Engaging Experience 5**

**Title:** Voice and Connotation

**Suggested Length of Time:** One (1) ninety-minute class period

**Standards Addressed:**

*Priority:*

- CCSS.ELA-LITERACY.RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Draft—May, 2015
Supporting:

- CCSS.ELA-LITERACY.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.
- CCSS.ELA-LITERACY.RL.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- CCSS.ELA-LITERACY.RL.11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

Detailed Description/Instructions: Building off the students’ knowledge of syntax and sentence structure, students will reexamine works from Experience 4, this time assessing the anchor texts for possible relationships between the original audience’s receptability to change and the author’s voice. Students will reflect in writing and conversation upon the prior tone and word choice used to accomplish various goals based on audience.

Bloom’s Levels: Understand, Analyze, Create

Webb’s DOK: 2 and 3

Rubric: To be created

Draft—May, 2015
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Example 1: Selecting two voices from American texts encountered thus far, students will work together in groups to produce a Story Corps podcast that sets two literary voices (real or imagined) into conversation about their ideals and experiences. The voices will refer to goals of their published work(s), discuss strategies employed and ultimate effectiveness, and ask one another questions to foster further analysis and inference.

Example 2: Students will produce podcast stemming off of their “This I Believe” essay that analyzes what elements of the work is composed deserves to be lasting within our literary canon. They will also discuss what should be improved about the piece, what experiences might be useful in making the piece more in-depth or timeless, and discuss what strategies were employed to reach the target audience and how effective they believe these to be.

Rubric for Engaging Scenario: To be created
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exploring the Relationship Between Religion/Beliefs and Society</td>
<td>Using methods of inquiry, students will examine one or more religious movements within their appropriate historical context(s) and analyze anchor texts for the same time periods for potential impacts by such movements. Teachers may wish to have students critically read and discuss anchor texts such as segment(s) of <em>The Crucible</em> (literary drama), Johnathan Edwards’ “Sinners in the Hands of an Angry God” (sermon), Anne Bradstreet’s “Upon the Burning of our House” and “To My Dear and Loving Husband” (poetry), as well as more timely texts connected to current events.</td>
<td>Two (2) ninety-minute class periods</td>
</tr>
<tr>
<td>1</td>
<td>Understanding Our Humanity’s Representation in the World</td>
<td>Students will analyze the role that popular culture texts play in representing daily life across time periods. Additionally, they will discuss students’ personal encounter with common literary themes (e.g. the quest for success, the discovery of self, the pursuit of dreams, etc.). Teachers are encouraged to surround students with examples of impressionable, historical media (art and music) juxtaposed with short, written texts of the same era. In response, teachers may choose to have students produce mini-presentations of present-day popular culture’s artifacts that tend to be most impressionable now and/or in the future.</td>
<td>Two (2) ninety-minute class periods</td>
</tr>
<tr>
<td>2</td>
<td>Global Archetypes</td>
<td>Students will explore and analyze archetypal concepts through a variety of early American texts including but not limited to Native</td>
<td>Four (4) ninety-minute class periods</td>
</tr>
</tbody>
</table>
American myths and creation story paintings. Additionally, students may continue to encounter works of literary drama such as Arthur Miller’s *The Crucible*. In conjunction with the analysis of literary stereotypes, students are encouraged to discuss online or in person meaningful conjectures based on the text.

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<tbody>
<tr>
<td>2</td>
<td>Honoring the Past</td>
<td>Students will explore and defend the power of storytelling as a way of remembering. Anchor texts may include elements of the oral tradition as well as encounters with variety of epistolary correspondence, narrative journals, visual art, and recordings, analyzing prevalent themes and drawing parallels to contemporary composition. Teachers may wish to encourage students to utilize resources such as the Library of Congress’ American Memory website and focus on early archives of items such as slave narratives, Native American or colonial speeches, personal diaries and letters of early American settlers, etc. While encountering these texts, students will want to recognize messages and themes that preserve timely themes of the cultures that produced them.</td>
</tr>
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<td></td>
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<td>Two (2) ninety-minute class periods</td>
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<tbody>
<tr>
<td>2</td>
<td>Speaking to the Future</td>
<td>Building upon one’s own literary heritage, each student will produce a personal narrative (i.e. “This I Believe”) exploring the development of a personal tenet he/she considers foundational to his/her way of life. In appreciation of literature’s oral tradition of the past and a symbol for its place in the future, students will be encouraged to record a personal reading of the essay and share with the class at large.</td>
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<td></td>
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<td>Three (3) ninety-minute class periods</td>
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<tbody>
<tr>
<td>3</td>
<td>Evaluating Purpose and Message</td>
<td>Students will explore the rhetorical appeals and recognize them in present-day text.</td>
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<tr>
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<td></td>
<td>Two (2) ninety-minute class periods</td>
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</tbody>
</table>

Draft—May, 2015
Ultimately, students will access particularly powerful segments of documentary film, advertisements, photography, art, or song from colonial or early American texts to analyze (through discussion and informational presentation) authorial intent and context, as well as historical impact on its surrounding audience. Examples may include but not be limited to *The Narrative of the Life of Frederick Douglass*.

<table>
<thead>
<tr>
<th>3</th>
<th>Mechanics in Action</th>
<th>Using the ACT English assessment in addition to examination of self-produced writing, students will practice strategies for appropriate use of mechanics in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>[<em>Time NOT counted toward unit time-span; may be completed at any point throughout the term.]</em></td>
</tr>
</tbody>
</table>

*Two (2) ninety-minute class periods*
Unit 2: Argumentation

Subject: English
Grade: 11
Name of Unit: Argumentation
Length of Unit: 9 weeks

Overview of Unit: In this unit, students will thoroughly examine the concept of argumentation. Students will cite textual evidence that documents the analysis and evaluation of an author’s argument, paying close attention to how style and content contribute to the argument’s power, persuasiveness, or beauty. Students will read literary and informational text. During these close-reading activities, students will cite textual evidence for the reading tasks. Students will also synthesize information for a key writing task: an argumentative piece. In this essay, students will argue why they agree or disagree with an issue, being sure to integrate valid reasoning. Students will address the issue, develop claims and counterclaims, and objectively address both sides of the issue. Last, students will then complete an inquiry task to research an issue. They will record their findings to use during a presentation task: such as a mock trial, Socratic seminar, or debate.

Priority Standards for unit:

- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI11-12.3: 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.
- RI11-12.4: 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.
- RI11-12.5: 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.
- RI11-12.6: 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.
- RI11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme
Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

- W11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- W11-12.1b: Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- W11-12.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- W11-12.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W11-12.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W11-12.5: Develop and strengthen writing as by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W11-12.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- W11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W11-12.9a: Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of
American literature, including how two or more texts from the same period treat similar themes or topics”).

- W11-12.9b: Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

- W11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supporting Standards for unit:

- L11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L11-12.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L11-12.1b: Resolve issues of complex or contested usage, consulting references as needed.
- L11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L11-12.2a: Observe hyphenation conventions.
- L11-12.2b: Spell correctly.
- L11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L11-12.3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L11-12.5b: Analyze nuances in the meaning of words with similar denotations.
- SL11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL11-12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue;
clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

- SL11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- SL11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- SL11-12.3: 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.

- SL11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says</td>
<td>Cite</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>strong and thorough textual evidence to support inferences drawn from the text</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>where the text leaves matters uncertain</td>
<td>Determine</td>
<td>Evaluate</td>
<td>3</td>
</tr>
<tr>
<td>two or more central ideas of a text, including how they interact and build on one another to provide a complex analysis</td>
<td>Determine</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>development of two or more central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis</td>
<td>Determine</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>objective summary of the text</td>
<td>Provide</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>complex set of ideas</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>complex sequence of events</td>
<td>Analyze</td>
<td>Analyze</td>
<td>2</td>
</tr>
</tbody>
</table>

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<p>| how specific individuals interact and develop over the course of the text | Explain | Evaluate | 4 |
| how specific ideas interact and develop over the course of the text | Explain | Evaluate | 4 |
| how specific events interact and develop over the course of the text | Explain | Evaluate | 4 |
| meaning of words and phrases as they are used in a text (figurative, connotative, and technical meanings) | Determine | Understand | 3 |
| how an author uses and refines the meaning of a key term or terms over the course of a text | Analyze | Analyze | 2 |
| effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging | Analyze | Analyze | 3 |
| effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging | Evaluate | Evaluate | 4 |
| author’s point of view in a text in which the rhetoric is particularly effective | Determine | Understand | 3 |
| author’s purpose in a text in which the rhetoric is particularly effective | Determine | Understand | 3 |
| how style contributes to the power, persuasiveness or beauty of a text | Analyze | Analyze | 3 |
| how content contributes to the power, persuasiveness, or beauty of a text | Analyze | Analyze | 3 |
| reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy | Delineate | Analyze | 4 |
| reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, | Evaluate | Evaluate | 4 |
| purposes, and arguments in works of public advocacy | arguments to support claims in an analysis of substantive topics or texts | valid reasoning | relevant evidence | sufficient evidence | precise, knowledgeable claims | significance of the claims | claims from alternate or opposing claims | organization that logically sequences claims, counterclaims, reasons, and evidence | claims fairly and thoroughly | counterclaims fairly and thoroughly | most relevant evidence for each claim and counterclaim | strengths and limitations of claims and counterclaims | audience’s knowledge level | concerns | values | possible biases | words, phrases, clauses, and varied syntax to link the major sections of the text | words, phrases, clauses, and varied syntax to create cohesion | words, phrases, clauses, and varied syntax to clarify the relationships between claims and reasons | words, phrases, clauses, and varied syntax to clarify the relationships between reasons and evidence | words, phrases, clauses, and varied syntax to clarify the relationships between claims and counterclaims | formal style | formal style | objective tone | objective tone |
| Write | Create | 2 | Use | Apply | 3 | Use | Apply | 3 | Use | Apply | 3 | Introduce | Apply | 3 | Establish | Create | 2 | Distinguish | Evaluate | 3 | Create | Create | 3 | Develop | Create | 3 | Develop | Create | 3 | Supply | Create | 3 | Point out | Evaluate | 3 | Anticipate | Analyze | 3 | Anticipate | Analyze | 3 | Anticipate | Analyze | 3 | Use | Apply | 2 | Use | Apply | 2 | Use | Apply | 2 | Use | Apply | 2 | Establish | Apply | 1 | Maintain | Apply | 3 | Establish | Apply | 1 | Establish | Apply | 3 | Draft—May, 2015 |</p>
<table>
<thead>
<tr>
<th>norms and conventions of the discipline in which they are writing</th>
<th>Attend to</th>
<th>Analyze</th>
<th>2</th>
</tr>
</thead>
<tbody>
<tr>
<td>concluding statement or section that follows form</td>
<td>Provide</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>concluding statement or section that supports the argument presented</td>
<td>Provide</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, and style are appropriate to task</td>
<td>Produce</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, and style are appropriate to purpose</td>
<td>Produce</td>
<td>Understand</td>
<td>4</td>
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<tr>
<td>clear and coherent writing in which the development, organization, and style are appropriate to audience</td>
<td>Produce</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>writing as by planning, revising, editing, rewriting, or trying a new approach</td>
<td>Develop</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>writing as by planning, revising, editing, rewriting, or trying a new approach on addressing what is most significant for a specific purpose and audience</td>
<td>Strengthen</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>technology (including the internet) to produce, publish, and update individual writing products in response to ongoing feedback</td>
<td>Focus</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>technology (including the internet) to produce, publish, and update shared writing products in response to ongoing feedback</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>short research projects to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>sustained research projects to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>inquiry (when appropriate)</td>
<td>Narrow</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>inquiry (when appropriate)</td>
<td>Broaden</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>multiple sources on the subject</td>
<td>Synthesize</td>
<td>Create</td>
<td>4</td>
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<tr>
<td>Understanding of the subject under investigation</td>
<td>Demonstrating</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>Relevant information from multiple authoritative print and digital sources</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>Advanced searches effectively</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>Strengths and limitations of each source in terms of task, purpose, and audience</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>Information into the text selectively to maintain flow of ideas</td>
<td>Integrate</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>Plagiarism</td>
<td>Avoid</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Overreliance on any one source</td>
<td>Avoid</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Standard format for citation</td>
<td>Follow</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>Evidence from literary texts to support analysis, reflection, and research</td>
<td>Draw</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Evidence from informational texts to support analysis, reflection, and research</td>
<td>Draw</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>Grades 11-12 reading standards to literature</td>
<td>Apply</td>
<td>Apply</td>
<td>1-4</td>
</tr>
<tr>
<td>Grades 11-12 reading standards to literary nonfiction</td>
<td>Apply</td>
<td>Apply</td>
<td>1-4</td>
</tr>
<tr>
<td>Routinely over extended time frames for a range of tasks, purposes, and audiences</td>
<td>Write</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>Routinely over shorter time frames for a range of tasks, purposes, and audiences</td>
<td>Write</td>
<td>Understand</td>
<td>3</td>
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</tbody>
</table>

**Essential Questions:**

Students will keep considering . . .

1. How do one’s actions reflect upon them?
2. How did the use of argument help to found political and social movements throughout American history?
3. Has the speaker or writer maintained credibility while offering logical reasoning?

**Enduring Understanding/Big Ideas:**

Students will understand that . . .

1. One displays personal and professional integrity by demonstrating leadership, effective decision-making, and ethical management skills.
2. Argument is a foundational element in politics and culture.

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3. When crafting an argument, one must be particularly cognizant of his or her use of rhetoric.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reading</td>
<td>1. central idea</td>
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<tr>
<td>2. writing</td>
<td>2. figurative versus connotative versus</td>
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<tr>
<td>3. speaking</td>
<td>technical meaning</td>
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<tr>
<td>4. listening</td>
<td>3. the impact of diction</td>
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<td>5. thinking</td>
<td>4. claim versus counterclaim</td>
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<td>5. point of view</td>
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<td>6. rhetoric</td>
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<td>7. argument</td>
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<td>8. valid versus invalid reasoning</td>
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<td>9. relevant, sufficient evidence versus</td>
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<td></td>
<td>irrelevant, insufficient evidence</td>
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<td>10. context clues versus reference</td>
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<td>consultation</td>
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<td></td>
<td>11. complex or contested usage of</td>
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<tr>
<td></td>
<td>conventions of standard English</td>
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</tbody>
</table>

Resources for Vocabulary Development:
Please see the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects--Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms
Topic 1: The Power of Analysis

Engaging Experience

Title: The Power of Analysis--Reading Critically and Analytically

Suggested Length of Time: 3 weeks

Standards Addressed:

Priority:

- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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- RI11-12.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Supporting:

- SL11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on
grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- SL11-12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- SL11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL11-12.3: 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.

**Detailed Description/Instructions:** Students choose evidence from the text to delineate the author’s argument and specific claims, identify false statements and fallacious reasoning, and assess whether the reasoning is valid and the evidence is relevant and sufficient. Use graphic organizers (thinking map, tree map, and so on) to record textual evidence that delineates the author’s argument and specific claims and reasoning. Students also need to evaluate the author’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, tone used, application of rhetorical strategies and use of logical reasoning.

(Individual graphic organizers should be completed, one for each of the texts analyzed in the unit.)

**Bloom’s Levels:** Synthesis

**Webb’s DOK:** 4

**Rubric:** Establish criteria for graphic organizers that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.

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Topic 2: The Power of Rhetoric

Engaging Experience

Title: The Power of Rhetoric--Writing Critically and Analytically

Suggested Length of Time: 3 weeks

Standards Addressed:

Priority:

- W11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.
- W11-12.1b: Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- W11-12.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.
- W11-12.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W11-12.1e: Provide a concluding statement or section that follows from and supports the argument presented.
- W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W11-12.5: Develop and strengthen writing as by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W11-12.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate

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information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**Supporting:**

- L11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- L11-12.1a: Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L11-12.1b: Resolve issues of complex or contested usage, consulting references as needed.
- L11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- L11-12.2a: Observe hyphenation conventions.
- L11-12.2b: Spell correctly.
- L11-12.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L11-12.3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
- L11-12.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L11-12.5b: Analyze nuances in the meaning of words with similar denotations.

**Detailed Description/Instructions:** In writing, students argue ways to resolve or improve a community issue/problem they have researched. Begin with a precise, knowledgeable claim. Include a debatable thesis. Students should develop claim(s) and counterclaim(s) objectively addressing both sides of the issue. Follow guidelines for writing an argument essay. One or more possible solutions are developed.

**Bloom’s Levels:** Synthesis

**Webb’s DOK:** 4

**Rubric:** Use the Park Hill School District’s Argumentative Writing Rubric—or an appropriately modified version of it.

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Engaging Experience
Title: The Power of Advocacy--Research, Inquiry, and Delivery
Suggested Length of Time: 3 weeks
Standards Addressed:

Priority:
- W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W11-12.5: Develop and strengthen writing as by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- W11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- W11-12.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- W11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Supporting:
  - SL11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Supporting:
- SL11-12.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
• SL11-12.1b: Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

• SL11-12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

• SL11-12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

• SL11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

• SL11-12.3: 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.

• SL11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**Detailed Description/Instructions:** Students will research an issue with historical, social, or economic implications for the United States. For example, there are many historically significant U.S. Supreme Court cases to examine. Students should examine both sides of an issue in order to delineate the arguments of both sides and to evaluate the points of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, tone used, application of rhetorical strategies, and use of logical reasoning. Students will also participate in a presentation task—such as a mock trial, Socratic seminar, or debate—on the issue(s) discovered during the research and inquiry task. Students deliver presentations in clear and concise language that highlights key details, results, or supporting evidence in a logical way. Students also pose and respond to specific questions with elaboration and detail.

**Bloom’s Levels:** Create.

**Webb’s DOK:** 4

**Rubric:** Establish criteria for the mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world. Establish criteria for the presentation that assesses a student’s ability to participate in academic conversations and collaborations.

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Engaging Scenario

An engaging scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product, or performance.

A mini research assignment that assesses a student’s ability to apply understandings of the “essential questions” to other text, their lives, and/or the real world. A presentation that assesses a student’s ability to participate in academic conversations and collaborations.

Rubric for Engaging Scenario:
Establish criteria for the mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world.
Establish criteria for the presentation that assesses a student’s ability to participate in academic conversations and collaborations.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Power of Analysis--Reading Critically and Analytically</td>
<td>Graphic organizers that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.</td>
<td>3 weeks</td>
</tr>
<tr>
<td>2</td>
<td>The Power of Rhetoric--Writing Critically and Analytically</td>
<td>An essay that assesses whether students meet the expectations of the specific genre type while demonstrating understanding of the unit focus.</td>
<td>3 weeks</td>
</tr>
<tr>
<td>3</td>
<td>The Power of Advocacy--Research, Inquiry, and Delivery</td>
<td>A mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world. A presentation that assesses a student’s ability to participate in academic conversations and collaborations.</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>
Unit 3: Theme and Perspective

Subject: ELA  
Grade: 11  
Name of Unit: Theme and Perspective  
Length of Unit: 4.5 weeks of semester class or 9 weeks of a yearlong class (90 minute block)

Overview of Unit:
In this unit, students will deepen their knowledge of the concepts of theme and the perspective even further by having to analyze more than one theme within one text. Students will also begin to determine an author’s point of view by distinguishing what is directly stated in a text from what is implied, scrutinizing satire, sarcasm and irony, or understatement. Students will read literary and informational texts. During these close reading activities, students will cite textual evidence, ask questions of the text, and formulate their own interpretations of the author’s purpose and intent. Experiences may include narrative, short story, poetry, advertising, visual text, etc.

Priority Standards for unit:

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

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

- CCSS.ELA-LITERACY.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.

- CCSS.ELA-LITERACY.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.

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

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

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

- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CCSS.ELA-LITERACY.RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- CCSS.ELA-LITERACY.SL.11-12.1.A Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- CCSS.ELA-LITERACY.L.11-12.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.5.A Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- CCSS.ELA-LITERACY.L.11-12.5.B Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.W.11-12.2.A Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.B Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- CCSS.ELA-LITERACY.W.11-12.2.C Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- CCSS.ELA-LITERACY.W.11-12.2.E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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• CCSS.ELA-LITERACY.W.11-12.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
• CCSS.ELA-LITERACY.W.11-12.9.A Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
• CCSS.ELA-LITERACY.W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Supporting Standards:
• CCSS.ELA-LITERACY.RI.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
• CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
• CCSS.ELA-LITERACY.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
• CCSS.ELA-LITERACY.SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
• CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
• CCSS.ELA-LITERACY.W.11-12.2.D Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
• CCSS.ELA-LITERACY.L.11-12.3.A Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<td>Attend to</td>
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<td>concluding statement or section that follows form</td>
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<td>the information or explanation presented</td>
<td>Support</td>
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<tr>
<td>command of the conventions of standard English grammar and usage when speaking</td>
<td>Demonstrate</td>
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<td>Stimulate</td>
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<td>findings</td>
<td>Present</td>
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<th><strong>supporting evidence</strong></th>
<th><strong>Present</strong></th>
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<td>digital media in presentations to enhance understanding of findings, reasoning, and evidence</td>
<td>Use</td>
<td>Create</td>
<td>4</td>
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<td>multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally)</td>
<td>Integrate</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>informed decisions</td>
<td>Make</td>
<td>Analyze</td>
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<td>problems</td>
<td>Solve</td>
<td>Analyze</td>
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<tr>
<td>credibility of each source</td>
<td>Evaluate</td>
<td>Evaluate</td>
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<td>accuracy of each source</td>
<td>Evaluate</td>
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<tr>
<td>discrepancies among the data.</td>
<td>Note</td>
<td>Evaluate</td>
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<tr>
<td>strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations</td>
<td>Make</td>
<td>Apply</td>
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<tr>
<td>understanding of findings, reasoning, and evidence in presentations</td>
<td>Enhance</td>
<td>Apply</td>
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<tr>
<td>interest to presentations for audience members</td>
<td>Add</td>
<td>Apply</td>
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<tr>
<td>a case</td>
<td>Analyze</td>
<td>Analyze</td>
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<tr>
<td>a point of view</td>
<td>Grasp</td>
<td>Analyze</td>
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<td>what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</td>
<td>Distinguish</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>an author's point of view or purpose in a text in which the rhetoric is particularly effective</td>
<td>Determine</td>
<td>Analyze</td>
<td>3</td>
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<tr>
<td>how style and content contribute to the power, persuasiveness or beauty of the text.</td>
<td>Analyze</td>
<td>Analyze</td>
<td>3</td>
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</table>
**Essential Questions:**

1. How does time and place affect an analysis of the themes of individualism in a work?
2. What makes someone (nonfictional or fictional) memorable?
3. How can value be obtained in encountering hardships, obstacles, or challenges?
4. How are the lessons learned by individuals able to fuel greater understandings of societies or people over time?
5. What motivates individuals and how can personal motivation work to create conflict or solve conflict?
6. How do choices of an individual impact others?
7. How do choices of an individual result in lasting results/effects on a greater population?
8. How does point of view, purpose, motive, or message shape the content and style of a text?
9. What elements of argument/rhetorical choice contribute to effective change of action, belief, opinion, or attitude?
10. How do collaborative, self-directed learners read and respond meaningfully to text?

**Enduring Understanding/Big Ideas:**

1. Place and time (e.g. past, present, or future) establish impressionable context for textual works and their analysis.
2. Elements of delivery such as voice, message, and pacing impact rhetorical appeal and legacy of written word.
3. When powerfully written, stories have the power to inspire valuable introspection in a reader (i.e. stories in which adversity is overcome may encourage readers to apply introspection to their own personal struggles).
4. Many themes embodied by text are universally applicable to the surrounding world.
5. Intrinsic and extrinsic motivators have the power to create or resolve conflict.
6. Characters may be impacted heavily by simple or complex choices made by a single character.
7. Plot may be impacted heavily by simple or complex choices made by a single character.
8. Rhetoric is shaped directly by the motive behind a character’s message and can be adapted to fit a variety of purposes.
9. Speakers must adapt ethos, logos, and pathos to a given audience in order to inspire shifts of thinking or action.
10. Collaborative, self-directed leaders read and respond deeply to a wide array of text in order foster a deeper understanding of the human experience.
### Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>interpreting</td>
<td>Plot</td>
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<td>citing</td>
<td>Theme or central idea</td>
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<td>comparing</td>
<td>Point of View</td>
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<td>describing</td>
<td>Satire</td>
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<td>analyzing</td>
<td>Sarcasm</td>
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<td>evaluating</td>
<td>Irony</td>
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<td>inferencing</td>
<td>Understatement</td>
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<td>concluding</td>
<td>Syntax/word choice</td>
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<td>researching</td>
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<td>reasoning</td>
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</table>

**Resources for Vocabulary Development:** Use quality tools
**Topic 1: The Power of the Individual**

**Preface:** Teacher should lead students through an intro of Romanticism literature to reinforce concepts of the period. In the 1830’s, America began to experience the impact of the Romantic Movement that was transforming European civilization. Like the European movement of which it was an offshoot, American Romanticism was in a broad sense a new attitude toward nature, humanity, and society that espoused individualism and freedom. Many trends characterized American Romanticism. Among the most important are the following:

- An impulse toward reform in respect of the individual (temperance, women’s rights, abolition of slavery)
- A celebration of individualism (Emerson, Thoreau)
- An individual’s reverence for nature (Cooper, Emerson, Thoreau)
- A concern with the impact of new technology on the individual (locomotive)
- An idealization of women
- A fascination with death and the supernatural as it relates to the individual (Hawthorne, Poe)

These common characteristics should be linked to Essential Questions of the unit.

**Important Writers**
- *Ralph Waldo Emerson (1803-1882): Self-Reliance*
- *Henry David Thoreau (1817-1862): Walden, Civil Disobedience*
- *Washington Irving (1783-1859): The Devil and Tom Walker, Rip Van Winkle Tales*
- *Edgar Allan Poe (1809-1849): The Pit and the Pendulum, The Masque of the Red Death, The Raven and many many more*

**Engaging Experience 1**

**Title:** The Search for Identity

**Suggested Length of Time:** 3-90 minute blocks

**Standards Addressed:**

**Priority:**

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

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

Supporting:

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

Detailed Description/Instructions: Focus on American Romanticism and the Individual

Students use art and poetry to explore and understand major characteristics of the Romantic period. Consider use of images of work of painters like Thomas Cole, Albert Bierstadt and Frederic Edwin Church. Students are introduced to the historical, societal, and literary characteristics of the Romantic period. Use examples of visual text and written text in these lessons. The Characteristics of Romanticism should be explored in the visual works. Choose your own or consult these for examples (images with a human form in the midst of nature, gothic, spiritual elements): Example 1, Example 2, Example 3, Example 4, Example 5

Bloom’s Levels: Evaluate

Webb’s DOK: 4

Rubric: To be created

Engaging Experience 2

Title: The Pursuit of Dreams and the Individual

Suggested Length of Time: 3 ninety minute blocks

Standards Addressed:

Priority:

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

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

CCSS.ELA-LITERACY.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.

CCSS ELA-LITERACY.RL.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.

CCSS.ELA-LITERACY.RI.11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary

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significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

- CCSS.ELA-LITERACY.L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- CCSS.ELA-LITERACY.L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.W.11-12.9.A: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.").
- CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

Detailed Description/Instructions:
Teacher should lead students to complete a literary analysis of Longfellow’s poem "The Psalm of Life," [http://www.poetryfoundation.org/poem/173910](http://www.poetryfoundation.org/poem/173910) using their knowledge of the power of the individual and the role of pursuing one’s dream. Apply this to the overall understanding of Romantic characteristics to classify the poem as Romantic. Refer back to the Characteristics of Romanticism handout.

- Distribute the Is It Romantic? chart to complete in pairs or groups. Have students complete the chart by recording examples from Longfellow’s poem that illustrate characteristics of the Romantic period in the first column. In the second column they should explain how each example fits the Romantic characteristic (text support from the work). This requires text support.

- After students complete the analysis, discuss as a class or in small groups the characteristics of the poem that qualify the work as Romantic. If students work in small groups, have them record their responses and report back to the class. Students should be making claims on the characteristics (or lack of) Romanticism present and defending their thinking with text support as indicated on their completed charts.

- Next, go through and mark the text for examples of what this focuses on the role of the individual and the pursuit or definition of one’s own dream(s). Analyze the poet’s intent, the use of word choice, and the implications on the reader historically and today.
Bloom’s Levels: Understand, Analyze, Evaluate
Webb’s DOK: 3 or 4
Rubric: To be written
Engaging Experience 1
Title: “Small in Theme ...... Universal in Sweep"
Suggested Length of Time: 5 blocks
Standards Addressed:

Priority:

- CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- CCSS.ELA-LITERACY.L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.

Supporting:

- CCSS.ELA-LITERACY.RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Detailed Description/Instructions:
- Amid mundane notes including addresses and information about people he had met, page 19 of Walt Whitman’s Notebook LOC #94, available on the EDSITEment resource American Memory, includes this tantalizing fragment: "small in theme yet has it the sweep of the universe." No explanation accompanies the statement, but it could be
interpreted to represent one idea Whitman had about his poetry—the desire to explore universal themes using specific, sensory details from his own experience. "A Noiseless, Patient Spider" is an example of one attempt to do so. After observing a spider constructing a web, Whitman becomes aware of his "soul … Ceaselessly musing, venturing … Till the gossamer thread you fling catch somewhere."

- Read aloud to the students Whitman's "A Noiseless, Patient Spider." Which details in the poem describe what the spider is doing? In what ways does the poet see similarities between his soul and the spider?

- Share with the class Whitman's statement from page 19 of Walt Whitman's notebook LOC #94: "small in theme yet has it the sweep of the universe." (If students have an interest in seeing the original in Whitman's hand, share the page image on the computer or by downloading and copying it.) Would it be accurate to say that "The Noiseless Patient Spider" is "small in theme"? Does it also have the "sweep of the universe" in it?

- Now share with the class William Carlos Williams's poem "To a Poor Old Woman," available on the EDSITEment-reviewed website of The Academy of American Poets. To use Whitman's term, is this poem also "small in theme"? What about it is universal? Share the following quote about Williams' work from The Academy of American Poets's essay The Modernist Revolution: Make It New!:

- William Carlos Williams wrote in "plain American which cats and dogs can read," to use a phrase of Marianne Moore. "No ideas but in things," he proclaimed. In succinct, often witty poems he presents common objects or events—a red wheelbarrow, a woman eating plums—with freshness and immediacy, enlarging our understanding of what a poem's subject matter can be.

- What did Williams mean when he said, "No ideas but in things"? If desired, share Williams' famous—and controversial—poem "The Red Wheelbarrow," available on the EDSITEment resource The Academy of American Poets. It obviously features a "thing," and it is certainly small in theme. Is it also universal? In what sense does so much depend upon a red wheelbarrow? Williams wanted the poem to be simple yet explore an idea. Did he succeed?

Bloom's Levels: Understand
Webb’s DOK: 3
Rubric: To be written

Engaging Experience 2
Title: A Poem Small in Theme
Suggested Length of Time: 2 blocks
Standards Addressed:
  Priority:
  - CCSS ELA-LITERACY.W.11-12.2.B: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details,

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quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- CCSS.ELA-LITERACY.W.11-12.2.C: Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

**Supporting:**

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

- CCSS.ELA-LITERACY.L.11-12.3.A: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

**Detailed Description/Instructions:**

Toward the end of this focus, the students should be ready to compose their own poems with small themes (and, hopefully, universal sweep). Remind students of the spider in Whitman's poem and the old woman eating plums in Williams's. At home or in class, have students select a mundane object or event and then write about it freely, quickly, concretely, and in detail—the facts, just the facts. It would be best if students could write while (or right after) viewing the object or event. Students should fill a page or more. The next day in class, students can use their own or someone else's notes from which to create a "found poem" as they did with Whitman's notebook page.

**Bloom’s Levels:** Create and Apply

**Webb’s DOK:** 1 and 2

**Rubric:** To be written
Topic 3: The Power of One Voice

Engaging Experience 1
Title: Encountering Contemporary Fiction/Memoir
Suggested Length of Time: 4 blocks
Standards Addressed:

Priority:

- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.L.11-12.5.A: Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.W.11-12.9.A: Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- CCSS.ELA-LITERACY.W.11-12.9.B: Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Supporting:

- CCSS.ELA-LITERACY.RL.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.
- CCSS.ELA-LITERACY.RL.11-12.10: By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
- CCSS.ELA-LITERACY.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CCSS.ELA-LITERACY.RL.11-12.10: By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Detailed Description/Instructions:
Using appropriate and engaging choices of American fiction or memoirs, teachers should provide students text examples of memoir for analysis. Click here for an example. Within daily class periods, teachers may choose to expose students to elements such as authors’ settings, pacing, degree or timing of revealing key information, use of dialogue or internal monologue, use of vignettes, chapter structure, inclusion of images or documents, etc.

Bloom’s Levels: Understand and Analyze  
Webb’s DOK: 3  
Rubric: To be written

Engaging Experience 2
Title: Producing Contemporary Fiction/Memoir  
Suggested Length of Time: 4 blocks  
Standards Addressed:

Priority:
- CCSS.ELA-LITERACY.W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  
- CCSS.ELA-LITERACY.L.11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Supporting:
- CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  
- CCSS.ELA-LITERACY.W.11-12.2.D: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  
- CCSS.ELA-LITERACY.L.11-12.3.A: Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Detailed Description/Instructions:
Applying the tools observed in engaging works of narrative fiction or memoir, students will produce their own compelling segment of fiction or personal memoir, integrating at least one secondary media mode (e.g. photography, sketch, poem) to advance character and potential analysis. Students are to conference with their teacher and peers throughout the writing process.

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utilizing self- and peer-reflections upon writing successes, room for growth, and analysis of audience impact.

Bloom’s Levels: Apply
Webb’s DOK: 3
Rubric: To be written
Engaging Experience 1
Title: Satire and message
Suggested Length of Time: 1-2 blocks
Standards Addressed:

Priority:
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- CCSS.ELA-LITERACY.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Supporting:
- CCSS.ELA-LITERACY.SL.11-12.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Detailed Description/Instructions: Introduce the concept of social commentary with the use of art, film, television, music, and advertising. When social commentary is made through visual art, film, literature and music, it is most often an indirect form and requires reflection and interpretation to understand (an example of this type of social commentary can be seen in the painting above). The modern artist Chris Jordan has created visual art-as-social-commentary exhibits called "Running The Numbers" and "Running the Numbers II." The piece above by Chris Jordan is called “Return of the Dinosaurs, 2011.” It is six feet tall and based on a painting by John Sibbick.

Click the link to show students the image. Click the image itself and it will slowly zoom closer and closer so that students can see the smaller images within it. Up close, you can see that Jordan’s version of the image is made up of 240,000 plastic bags, “equal to the estimated number of plastic bags consumed around the world every ten seconds.” Discuss the message within the message. The bags make up the image of a dinosaur. Why is this the choice the artist made?

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What is the implied message? Why a dinosaur? What is the indirect message? *The significance of the dinosaur motif then becomes apparent, as it helps Jordan make a comment on global social behavior: unchecked consumption of single use plastic bags—that is working to the detriment of our environment and could result in our ultimate extinction.*

*Place students in 4 groups. Ask students to conduct a quick research experience on the concepts of social commentary as they relate to “Avatar,” the novel *Animal Farm*, and the song “Born in the USA” and ___________ (choose something appropriate that is timely to the moment and fitting for the personality of the course -- The Onion? All have something in common. Each of these works is an example of art used to make social commentary. A social commentary, as the term suggests, is a comment on society, and not just a comment, but often a criticism. The criticism can be in the form of a comment on societal behavior or human nature, or can refer to a specific situation or trend in an area of the world at a particular point in time. For example, the anti-war songs of many American folk singers in the 1960's were social commentaries. These songs were written to express and communicate the views of the American public about various facets of the Vietnam War, including the US’s participation in the war and the treatment of veterans upon their return home (the later sentiment is expressed in the lyrics of the Bruce Springsteen song mentioned above). While social commentary doesn’t have to be political in nature, it often is, since many social issues are a result of a particular political structure or leadership style.*

*Experience idea related to this can be retrieved at*  
http://learning.blogs.nytimes.com/2001/10/05/musical-cares/?_r=0  
*A New York Times Learning Network lesson using John Lennon’s “Imagine” as social commentary.*

**Bloom’s Levels:** Apply, Analyze, and Evaluate  
**Webb’s DOK:** 4  
**Rubric:** To be written

### Engaging Experience 2
**Title:** Finding Satire  
**Suggested Length of Time:** 2-4 blocks  
**Standards Addressed:**

*Priority:*

- CCSS.ELA-LITERACY.RL.11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- CCSS.ELA-LITERACY.RL.11-12.3: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Supporting:

- CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-LITERACY.RL.11-12.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- CCSS.ELA-LITERACY.L.11-12.5.B: Analyze nuances in the meaning of words with similar denotations.
- CCSS.ELA-LITERACY.SL.11-12.1.A: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Detailed Description/Instructions: Find two pieces of media (written and/or audio-visual) addressing a relevant topic (this can be SLC industry themed). Analyze the two pieces for theme, point of view, and the use of satire, sarcasm, irony and/or understatement. Present ideas informally in panel presentations, group activities, or some other speaking forum.

Examples of media types to examine:
- Satirical video (i.e. SNL, YouTube, comedy sketches, clips from TV news or programs)
- Political cartoons
- Op-Ed articles
- Magazine or newspaper articles
- Novels

Sample Inquiry Questions:
- What is the message of each piece?
- Who is the intended audience?
- What background knowledge must the audience have in order to understand the pieces?
- What is directly stated in the cartoon?
Engaging Experience 3
Title: Creating Satire
Suggested Length of Time: 3 blocks
Standards Addressed:

Priority

- CCSS.ELA-LITERACY.W.11-12.2.A: Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- CCSS.ELA-LITERACY.W.11-12.2.E: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- CCSS.ELA-LITERACY.W.11-12.2.F: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- CCSS.ELA-LITERACY.SL.11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Supporting

- CCSS.ELA-LITERACY.SL.11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- CCSS.ELA-LITERACY.L.11-12.3.A: Vary syntax for effect, consulting references (e.g., Tuft's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Detailed Description/Instructions: Students will produce their own example of satire in action and publish it within a class blog or present for the class.

Examples of satire in action are as follows:

1. A student may choose to access his or her own work of literary fiction or memoir composed Under Topic 3 and create a satirical response (e.g. cartoon containing exaggeration and parody) to the essay.

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2. A student may create a parody of a music video.
3. A student may compose a satirical op-ed on a subject of his or her choosing.

**Bloom’s Levels:** Evaluate
**Webb’s DOK:** 4
**Rubric:** To be written
Engaging Scenario

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will work with Walt Whitman's words in three different formats—notebooks, prose, poetry—to deepen their understanding of them and of Whitman's process. Using Whitman's writing as well as Civil War photographs and poems created from Whitman notebook entries, student groups are challenged to create a presentation for the class that demonstrates the connections between the materials they have analyzed.

Extended Explanation of Engaging Scenario:

Students will work with Walt Whitman's words in three different formats—notebooks, prose, poetry—to deepen their understanding of them and of Whitman's process. Using Whitman's writing as well as Civil War photographs and poems created from Whitman notebook entries, student groups are challenged to create a presentation for the class that demonstrates the connections between the materials they have analyzed.

If desired, begin by sharing some information about Whitman and the Civil War, such as the following excerpt from the Biography of Walt Whitman available on the EDSITEment-reviewed website of The Academy of American Poets:

Establish an anticipatory set by sharing with the class a recruiting poster for New York's 51st Volunteers (from the Selected Civil War Photographs Collection on the EDSITEment resource American Memory), the subject of many of the Whitman notebook pages assigned below. What impression about Civil War service do you get from this poster? (The poster does not emphasize idealistic reasons for signing up.)

Next, divide the class into groups limited in size, as follows (note: There can be fewer students per group and fewer groups than those noted below, if desired or necessary):

The groups will be assigned the following materials, available on EDSITEment resources:

- **Hospital Group**
  - Notebook pages: page 1, page 2, page 4
  - Photo: Washington, D.C. Patients in Ward K of Armory Square Hospital
  - Prose piece: Hospital Scenes Incidents
  - Poem: The Wound Dresser

- **Washington During the War, Part I Group**
  - Photo(s): Washington, D.C. The execution of Captain Wirz. Reading the death warrant to Wirz on the scaffold, November, 1865
  - Prose piece: Washington Street Scenes from "Some War Memoranda"
  - Poem: "The City Dead House"

- **Washington During the War, Part II Group**
  - Notebook pages: page 24, page 33, page 34, page 36, page 37

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Photo(s): Washington, D.C. Infantry units with fixed bayonets passing on Pennsylvania Avenue near the Treasury (NOTE: This photo was taken just after the end of the war.)
- Prose piece: Paying the First United States Colored Troops
- Poem: "How Solemn As One by One"

The Fighting Fifty-First, Part I Group
- Notebook pages: page 97, page 99, page 101, page 103, page 106, page 108 (NOTE: If desired, the sample poem for page 107 can be included as part of the group's poetry reading.)
- Photo(s): Burnside's Bridge Photo, Confederate Dead By Fence (Antietam)
- Prose piece: Battle of Bull Run, July 1861
- Poem: "Calvary Crossing a Ford" on the Electronic Text Center, University of Virginia Library, a link from the EDSITEment-reviewed website American Studies at the University of Virginia

The Fighting Fifty-First, Part II Group
- Photo(s): Portrait of a Federal Soldier from New York
- Prose piece: A New York Soldier
- Poem: "Drum-Taps," Section 5 Only

A Hundred Day March Group
- Photo(s): Falmouth, Va. Drum corps of 61st New York Infantry
- Prose Piece: A Glimpse of War's Hell Scenes
- Poems: A March in the Ranks Hard-Prest, and the Road Unknown / A Sight in Camp in the Daybreak Gray and Dim

(Note: All the notebook entries listed above are from Notebook LOC #94 on Poet at Work: Recovered Notebooks from the Thomas Biggs Harned Walt Whitman Collection, available on the EDSITEment resource American Memory. The photos are from the Selected Civil War Photographs Collection on American Memory. Click on any image for additional, larger images. The prose pieces are from the Complete Prose Works from the Electronic Text Center, University of Virginia Library, and a link from the EDSITEment-reviewed website American Studies at the University of Virginia. The poems (unless otherwise noted) are from "Leaves of Grass" (1891), available via a link from the EDSITEment resource American Studies at the University of Virginia.)

Student groups will analyze the assigned photographs, prose pieces, and poems using the "Media Comparison Chart: Cubing Exercise" on page 1 of the PDF (see Preparation Instructions, above, for download instructions). The analysis is intended to help students prepare for presenting these materials to the class and to encourage them to make connections between the sights Whitman saw during the Civil War, the prose pieces he wrote, and his poems. When creating a script for their presentation, students should find useful material in their answers to the cubing exercise. If you are unfamiliar with cubing, the "Media Comparison Chart" contains basic instructions. In addition, the "Sample Cubing Exercise Answers" on pages 2–3 of the PDF offer one set of sample answers for the "Hundred Day March" media.

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After the cubing exercise has been completed, students have one more task before working on their presentations-creating a poem from a Whitman notebook page to be read aloud as part of the presentation. The poem to be created could be considered a "found poem" because students can choose to use Whitman's words exactly as they find them or add and delete as desired, as long as they change the form to poetry, that is, by working with the length of lines and the places where the lines break. (Note: In Activity 3, below, students will create poems from their own notebook entry; novice poetry writers should gain confidence when they discover they can "find" an original poem in their own notebook entry using the same process.)

Model the process for creating poems from Whitman's notebook by sharing an image of page 107 from Whitman's Notebook LOC #94, available on the EDSITEment reviewed website American Memory. Give students the chance to read parts of the entry aloud. Can they discern every word? Probably not. That's okay. In fact, unavoidable misreadings of a few words and guesses about illegible items can become fortunate accidents in the poem and reading to be created.

Once all of page 107 has been read, share with students the sample poem "The Sixth Battle, September 17th 1862" on page 4 of the PDF. In what way is this poem "small in theme"? In what way is it "universal in sweep"? What choices has the poet made in turning the notebook page into a poem? Especially note the shortened poetry lines, the addition of punctuation, and the lack of major changes. This poet has chosen to use only words from the original.

Each group member will tackle one page from Whitman's notebook from which he/she will create a poem using Whitman's words. The reading of these brief poems will be part of each group's presentation to the class. The group is responsible for exactly as many notebook entries as there are group members.

After the groups have completed their analysis of the assigned media, and individual students have completed their poems, each group should prepare to present its materials to the class in a way that incorporates reading of the student-created poems while touching on the assigned photos, prose pieces and Whitman poems to communicate the connections between them and the impact conveyed by the combined images and texts. Presentations can be as simple as a brief description of each item assigned to the group followed by a reading of the student poems, or they can be more elaborate, with students, for example, writing a narration or brief skit that allows the presentation of the materials to be part of a dramatic framework. If desired, the readings could be multimedia (live or online) with the addition of appropriate music and display of photographs. Groups are encouraged to use other Civil War photographs from the Selected Civil War Photographs Collection and/or audio clips from the collection Band Music of the Civil War Era, both exhibits of the EDSITEment-reviewed website American Memory.

- Hospital Group—3 students
- Washington During the War, Part I Group
- Washington During the War, Part II Group
- The Fighting Fifty-First, Part I Group (Note: This group has one of the longer prose pieces.)
- The Fighting Fifty-First, Part II Groups
- A Hundred Day March Group (Note: This group has a graphic prose piece.)

[Whitman] traveled to Washington, D.C., in December 1862 to care for his brother who had been wounded in the war. Overcome by the suffering of the many wounded in Washington, Whitman
decided to stay and work in the hospitals. Whitman stayed in the city for 11 years. He took a job as a clerk for the Department of the Interior, which ended when the Secretary of the Interior, James Harlan, discovered that Whitman was the author of Leaves of Grass, which Harlan found offensive. Harlan fired the poet.

**Rubric for Engaging Scenario:** To be created

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<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Pursuit of Dreams and the Individual</td>
<td>Teacher should lead students to complete a literary analysis of Longfellow’s poem &quot;The Psalm of Life,&quot; <a href="http://www.poetryfoundation.org/poem/173910">http://www.poetryfoundation.org/poem/173910</a> using their knowledge of the power of the individual and the role of pursuing one’s dream. Apply this to the overall understanding of Romantic characteristics to classify the poem as Romantic.</td>
<td>3-90 minute blocks</td>
</tr>
<tr>
<td>2</td>
<td>“Small in Theme--Universal in Sweep:</td>
<td>What did Williams mean when he said, &quot;No ideas but in things&quot;? If desired, share Williams' famous—and controversial—poem &quot;The Red Wheelbarrow,&quot; available on the EDSITEment resource <a href="http://www.poetryfoundation.org">The Academy of American Poets</a>. It obviously features a &quot;thing,&quot; and it is certainly small in theme. Is it also universal? In what sense does so much depend upon a red wheelbarrow? Williams wanted the poem to be simple yet explore an idea. Did he succeed?</td>
<td>5 blocks</td>
</tr>
<tr>
<td>2</td>
<td>A Poem Small in Theme</td>
<td>Toward the end of this focus, the students should be ready to compose their own poems with small themes (and, hopefully, universal sweep). Remind students of the spider in Whitman's poem and the old woman eating plums in Williams's. At home or in class, have students select a mundane object or event and then write about it freely, quickly, concretely, and in detail—the facts, just the facts. It would be best if students could write while (or right after) viewing the object or event. Students should fill a page or more. The next day in class, students can use their own or someone else's notes from which to create a &quot;found</td>
<td>2 blocks</td>
</tr>
<tr>
<td>4</td>
<td>Finding Satire</td>
<td>Find two pieces of media (written and/or audio) can be SLC industry two pieces for theme, point of view, and the use of satire, sarcasm, irony and/or understatement. Present ideas informally in panel presentations, group activities or some other speaking forum.</td>
<td>4 blocks</td>
</tr>
</tbody>
</table>
Unit 4: Close Reading

Subject: English
Grade: 11
Name of Unit: Close Reading
Length of Unit: 9 weeks

Overview of Unit: In this unit, students will continue to deepen their knowledge of the concept of how a similar message can be conveyed in different forms. Students will cite textual evidence that documents a similar theme or message that appears across multiple text of various genres. Students will read literary and informational text. During these close-reading activities, students will cite textual evidence on the key reading task. Then, for their inquiry task, students will investigate more about the political topic of one of the three groups of reading selections. They will record their findings, making strategic use of digital media, to share with classmates during the key presentation task. They will use the evidence from the key reading task and from the key inquiry task to write an analytical/argumentative essay. In this essay, students will demonstrate how these various texts from the same historical period treat a topic.

Priority Standards for unit:

- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
• RI11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

• W11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

• W11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

• W11-12.1b: Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

• W11-12.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

• W11-12.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

• W11-12.1e: Provide a concluding statement or section that follows from and supports the argument presented.

• W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

• W11-12.5: Develop and strengthen writing as by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

• W11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

• W11-12.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

• W11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

• W11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

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• W11-12.9a: Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
• W11-12.9b: Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
• W11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supporting Standards for unit:
• L11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
• L11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
• L11-12.2a: Observe hyphenation conventions.
• L11-12.2b: Spell correctly.
• L11-12.3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
• L11-12.5b: Analyze nuances in the meaning of words with similar denotations.
• SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
• SL11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
• SL11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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</thead>
<tbody>
<tr>
<td>strong and thorough textual evidence to support analysis of what the text says</td>
<td>Cite</td>
<td>Apply</td>
<td>2</td>
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<tr>
<td>strong and thorough textual evidence to support inferences drawn from the text</td>
<td>Cite</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>where the text leaves matters uncertain</td>
<td>Determine</td>
<td>Evaluate</td>
<td>3</td>
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<tr>
<td>two or more central ideas of a text, including how they interact and build on one another to provide a complex analysis</td>
<td>Determine</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>development of two or more central ideas over the course of the text, including how they interact and build on one another to provide a complex analysis</td>
<td>Determine</td>
<td>Evaluate</td>
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<tr>
<td>objective summary of the text</td>
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<td>Create</td>
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<tr>
<td>multiple interpretations of a story</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>multiple interpretations of a drama</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>multiple interpretations of a poem</td>
<td>Analyze</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>how each version (story, drama, poem) interprets the source text</td>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>knowledge of eighteenth-century foundational works of American literature</td>
<td>Demonstrate</td>
<td>Analyze</td>
<td>4</td>
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<tr>
<td>knowledge of nineteenth-century foundational works of American literature</td>
<td>Demonstrate</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>knowledge of early-twentieth-century foundational works of American literature</td>
<td>Demonstrate</td>
<td>Analyze</td>
<td>4</td>
</tr>
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</table>

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<table>
<thead>
<tr>
<th>Knowledge of how two or more texts from the same period treat similar themes or topics</th>
<th>Demonstrate</th>
<th>Analyze</th>
<th>4</th>
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<tbody>
<tr>
<td>Multiple sources of information presented in different media formats as well as in words to address a question or solve a problem</td>
<td>Integrate</td>
<td>Create</td>
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<tr>
<td>Evaluate</td>
<td>Evaluate</td>
<td>4</td>
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<tr>
<td>Multiple sources of information presented in different media or formats, as well as in words to address a question or solve a problem</td>
<td>Analyze</td>
<td>Analyze</td>
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<td>Seventeenth-century foundational U.S. documents of historical and literary significance for theme, purposes, and rhetorical features</td>
<td>Analyze</td>
<td>Analyze</td>
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<td>Eighteenth-century foundational U.S. documents of historical and literary significance for theme, purposes, and rhetorical features</td>
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<td>Nineteenth-century foundational U.S. documents of historical and literary significance for theme, purposes, and rhetorical features</td>
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<td>Analyze</td>
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<td>Arguments to support claims in an analysis of substantive topics or texts</td>
<td>Write</td>
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<td>Valid reasoning and relevant and sufficient evidence</td>
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<td>Precise, knowledgeable claims</td>
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<td>Evaluate</td>
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<td>Organization that logically sequences claims</td>
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<td>Create</td>
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</tr>
<tr>
<td>counterclaims, reasons, and evidence</td>
<td>Develop</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>claims and counterclaims fairly and thoroughly</td>
<td>Develop</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>the most relevant evidence for each claim and counterclaim</td>
<td>Supply</td>
<td>Create</td>
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<td>strengths and limitations of claims and counterclaims in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases</td>
<td>Point out</td>
<td>Evaluate</td>
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<td>Apply</td>
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<td>Create</td>
<td>Create</td>
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<td>Evaluate</td>
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<td>Evaluate</td>
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<td>Apply</td>
<td>1</td>
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<td>Establish</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>objective tone</td>
<td>Establish</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>to norms and conventions of the discipline in which they are writing</td>
<td>Attend</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>concluding statement or section that follows form</td>
<td>Provide</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>concluding statement or section that supports the argument presented</td>
<td>Provide</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience, writing as by planning, revising, editing, rewriting, or trying a new approach</td>
<td>Produce</td>
<td>Understand</td>
<td>4</td>
</tr>
</tbody>
</table>

Draft—May, 2015
<table>
<thead>
<tr>
<th>Writing Activity</th>
<th>Action</th>
<th>Understanding Level</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing as by planning, revising, editing, rewriting, or trying a new approach</td>
<td>Strengthen</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>on addressing what is most significant for a specific purpose and audience</td>
<td>Focus</td>
<td>Understand</td>
<td>3</td>
</tr>
<tr>
<td>technology to produce, publish, and update individual writing products in response to ongoing feedback</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>technology to produce, publish, and update shared writing products in response to ongoing feedback</td>
<td>Use</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>short research projects to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>sustained research projects to answer a question or solve a problem</td>
<td>Conduct</td>
<td>Create</td>
<td>3</td>
</tr>
<tr>
<td>inquiry when appropriate</td>
<td>Narrow</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>inquiry when appropriate</td>
<td>Broaden</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>multiple sources on the subject</td>
<td>Synthesize</td>
<td>Create</td>
<td>4</td>
</tr>
<tr>
<td>understanding of the subject under investigation</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>relevant information from multiple authoritative print and digital resources</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
</tr>
<tr>
<td>advanced searches effectively</td>
<td>Use</td>
<td>Apply</td>
<td>4</td>
</tr>
<tr>
<td>strengths and limitations of each source in terms of the task, purpose, and audience</td>
<td>Assess</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>information into the text selectively to maintain the flow of ideas</td>
<td>Integrate</td>
<td>Create</td>
<td>2</td>
</tr>
<tr>
<td>plagiarism</td>
<td>Avoid</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>overreliance on any one source</td>
<td>Avoid</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>standard format for citation</td>
<td>Follow</td>
<td>Apply</td>
<td>1</td>
</tr>
<tr>
<td>evidence from literary texts to support analysis, reflection, and research</td>
<td>Draw</td>
<td>Create</td>
<td>4</td>
</tr>
</tbody>
</table>

Draft—May, 2015
<table>
<thead>
<tr>
<th>Evidence from informational texts to support analysis, reflection, and research</th>
<th>Draw</th>
<th>Create</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 11-12 Reading standards to literature</td>
<td>Apply</td>
<td>Apply</td>
<td>1-4</td>
</tr>
<tr>
<td>Grades 11-12 Reading standards to literary nonfiction</td>
<td>Apply</td>
<td>Apply</td>
<td>1-4</td>
</tr>
<tr>
<td>Routinely over extended time frames for a range of tasks, purposes, and audiences</td>
<td>Write</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>Routinely over shorter time frames for a range of tasks, purposes, and audiences</td>
<td>Write</td>
<td>Understand</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
Students will keep considering . . .

1. How can people’s varying perspectives teach others about the human experience?
2. How can different people come to understand a situation in the same way?
3. What message(s) can we learn from each situation?
4. What point of view is the most believable? Does it matter?

**Enduring Understanding/Big Ideas:**
Students will understand that . . .

1. Perspective varies from person to person.
2. Even though we may all be different, there are still ways that we can relate to each other.
3. We can learn life lessons from studying other people’s experiences.
4. Similar experiences can be represented in multiple ways.
5. How an experience is represented (i.e., written versus spoken) can change how the message is received and understood.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. reading</td>
<td>1. theme</td>
</tr>
<tr>
<td>2. writing</td>
<td>2. historical themes, purposes, and rhetorical features</td>
</tr>
<tr>
<td>3. speaking</td>
<td>3. literary themes, purposes, and rhetorical features</td>
</tr>
<tr>
<td>4. listening</td>
<td>4. primary versus secondary sources</td>
</tr>
<tr>
<td>5. thinking</td>
<td>5. context clues versus reference consultation</td>
</tr>
</tbody>
</table>

Draft—May, 2015
| 6. complex or contested usage of conventions of standard English |

**Resources for Vocabulary Development:** Please see the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects—Appendix A: Research Supporting Key Elements of the Standards and Glossary of Key Terms.
Topic 1: The Power of Reading to Teach Us about Life, Humanity, and the World

Engaging Experience

Title: The Power of Reading to Teach Us about Life, Humanity, and the World

Suggested Length of Time: 3 weeks

Standards Addressed:

Priority:
- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Supporting:
- SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

Detailed Description/Instructions: For the close reading of literature, use graphic organizers (e.g., a thinking map) to provide evidence of a theme or central idea. For the close reading of literary nonfiction, use graphic organizers (e.g., a thinking map) to record evidence that helps the reader to determine the theme/central idea of the text.

Bloom’s Levels: Evaluate

Webb’s DOK: 3

Rubric: Establish criteria for graphic organizers (e.g., a thinking map) that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.

Draft—May, 2015
Topic 2: The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity

**Engaging Experience**

**Title:** The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity

**Suggested Length of Time:** 3 weeks

**Standards Addressed:**

*Priority:*

- RL11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- RL11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

- RI11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

- RI11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

- W11-12.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- W11-12.7: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W11-12.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- W11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Supporting:* Not applicable.

Draft—May, 2015
Detailed Description/Instructions: For the key inquiry task, select one of the three political-points-of-view topics for this unit (freedom and equality, civil disobedience, or slavery), and then find two to three more pieces (literary text, art pieces, informational documents, and so on) from the same time period that deal with the same topic or purpose. Analyze these new pieces for their themes, purposes, and rhetorical features.

### Sample Topics

<table>
<thead>
<tr>
<th>Freedom and Equality</th>
<th>Civil Disobedience</th>
<th>Slavery</th>
</tr>
</thead>
<tbody>
<tr>
<td>● American Revolution</td>
<td>● Susan B. Anthony</td>
<td>● Fugitive Slave Act (1850)</td>
</tr>
<tr>
<td>● America’s Independence</td>
<td>● Alice Paul</td>
<td>● Emancipation</td>
</tr>
<tr>
<td>● Relocation of Native American populations</td>
<td>● Henry David Thoreau</td>
<td>● Proclamation (1863)</td>
</tr>
<tr>
<td>● Suffragist Movement</td>
<td>● Mohandas K. Ghandi</td>
<td>● The 13th Amendment (1865)</td>
</tr>
<tr>
<td></td>
<td>● Martin Luther King, Jr.</td>
<td>● Sojourner Truth</td>
</tr>
<tr>
<td></td>
<td>● Rosa Parks</td>
<td>● Harriet Tubman</td>
</tr>
<tr>
<td></td>
<td>● Harvey Milk</td>
<td>● Harriet Jacobs</td>
</tr>
<tr>
<td></td>
<td>● Cesar Chavez</td>
<td>● John Brown (abolitionist)</td>
</tr>
<tr>
<td></td>
<td>● Dolores Huerta</td>
<td>● Frederick Douglas</td>
</tr>
<tr>
<td></td>
<td>● Any civil rights leader or movement</td>
<td>● Many more anti-slavery activists and abolitionists</td>
</tr>
</tbody>
</table>

Sample inquiry research questions tied to the inquiry task are addressed/answered:

- How do the documents/pieces you found during your inquiry present the central topic in a similar way(s)?
- How do the documents/pieces you found during your inquiry present the central topic in a different way(s)?
- What is present and/or absent between the documents/pieces on the same central topic?
- Are the documents/pieces you found during your inquiry primary or secondary sources? Does this impact their representation on the central topic?
- How do the documents you found during your inquiry present historical or literary themes, purposes, and/or rhetorical features?

Topics Modification: Complete activity as described above, but the teacher will provide the pieces to students for analysis.

**Bloom’s Level:** Evaluate

**Webb’s DOK:** 4

**Rubric:** Establish criteria for the mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world.

Draft—May, 2015
Topic 3: The Power of Reading to Relate to Our Future as Well as Our Past

Engaging Experience

Title: The Power of Reading to Relate to Our Future as Well as Our Past

Suggested Length of Time: 3 weeks

Standards Addressed:

Priority:

- RL11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL11-12.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
- RL11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
- RI11-12.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI11-12.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- RI11-12.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI11-12.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble of the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
- W11-12.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

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W11-12.1a: Introduce precise, knowledgeable claims, establish the significance of the claims, distinguish the claims from alternate or opposing claims, and create an organization that logically sequences claims, counterclaims, reasons, and evidence.

W11-12.1b: Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

W11-12.1c: Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims.

W11-12.1d: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W11-12.1e: Provide a concluding statement or section that follows from and supports the argument presented.

W11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W11-12.5: Develop and strengthen writing as by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W11-12.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W11-12.9a: Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W11-12.9b: Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

W11-12.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Supporting:

L11-12.1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
L11-12.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
L11-12.2a: Observe hyphenation conventions.
L11-12.2b: Spell correctly.
L11-12.3a: Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L11-12.5b: Analyze nuances in the meaning of words with similar denotations.
SL11-12.1a: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL11-12.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL11-12.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Detailed Description/Instruction: Using the findings from the key inquiry task, write an analytical/argumentative synthesis essay in which you analyze how these various text treat a similar topic. Be sure to include a detailed analysis of their themes, purposes, and rhetorical features. Making strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements), students will also present their inquiry findings to their classmates (small group or whole-class, depending on time constraints). Students deliver presentations in clear and concise language that highlights key details, results, or supporting evidence in a logical way. Students also pose and respond to specific questions with elaboration and detail.

Bloom’s Levels: Create
Webb’s DOK: 4
Rubric: Use the Park Hill School District’s Argumentative Writing Rubric—or an appropriately modified version of it. Establish criteria for the presentation that assesses a student’s ability to participate in academic conversations and collaborations.

Draft—May, 2015
Engaging Scenario

**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

A mini research assignment that assesses a student’s ability to apply understandings of the “essential questions” to other text, their lives, and/or the real world. A presentation that assesses a student’s ability to participate in academic conversations and collaborations.

**Rubric for Engaging Scenario:**
Establish criteria for the mini research assignment that assesses a student’s ability to apply understanding of the “essential questions” to other text, their lives, and/or the real world. Establish criteria for the presentation that assesses a student’s ability to participate in academic conversations and collaborations.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Power of Reading to Teach Us about Life, Humanity, and the World</td>
<td>Graphic organizers that assess whether students meet the expectations of the CCSS reading standards for literature and informational text. Other evidence may also be used formatively; for example, on-demand reading and writing assessment, which assesses whether students can read “new” text and apply the same level of understanding and mastery of the CCSS.</td>
<td>3 weeks</td>
</tr>
<tr>
<td>2</td>
<td>The Power of Reading to Shape Our Opinions, Values, and Beliefs by Clarifying Our Own Identity</td>
<td>An essay that assesses whether students meet the expectations of the specific genre type while demonstrating understanding of the unit focus.</td>
<td>3 weeks</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Draft—May, 2015