

12 th Grade	
Strand	Topic
Reading Standards for Literature	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
Reading Standards for Informational Literature	<ul style="list-style-type: none"> • Key Ideas and Details • Craft and Structure • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity
Writing Standards	<ul style="list-style-type: none"> • Text Types and Purposes • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
Speaking and Listening Standards	<ul style="list-style-type: none"> • Comprehension and Collaboration • Presentation of Knowledge and Ideas
Language Standards	<ul style="list-style-type: none"> • Conventions of Standard English • Knowledge of Language • Vocabulary Acquisition and Use

Strand	Reading Standards for Literature	
Topic	Key Ideas and Details	
<p style="text-align: center;"><u>Standards</u></p> <p>Read closely to determine what the text says explicitly and to <u>make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</u></p> <p>A. 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</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> Find and use specific passages to analyze the reading and draw conclusions about possible meaning
<p>Alignments: CCSS: 11-12.RL.1 Performance: 1.5, 3.5, 4.1 Knowledge: (CA) 2 NETS: 3b; 4b DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Students will read and evaluate sources to analyze possible meanings of novels During reading outside reading novel, students will mark or note passages specific to an element for study such as: <ul style="list-style-type: none"> tone characterization mood to aid in the writing of the analysis as a culminating activity Scored discussions and Socratic Seminars require students to: <ul style="list-style-type: none"> analyze specific passages listen to the responses of others evaluate the passage as a whole 		

- Annotation of poems and short passages during reading for assessment during:
 - small group discussions
 - whole group discussions
 - test questions

Assessments/Evaluations

- Collaborative group project for study of schools of criticism with a culminating presentation – assessed using a common scoring guide
- Scored discussions and Socratic Seminars analyzing:
 - poetry
 - short stories

Sample Assessment Questions

- Who is at fault for William's death? Is anyone other than the murderer responsible for what happened to this character?
- How does Victor's guilt affect his health? What is Shelley's purpose in this recurring plot device?

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Student-chosen novels from a college reading list
- Online literature
- Class novels, such as:
 - Lord of the Flies
 - Frankenstein

Cross Curricular Connections

- Social Studies: Historical movements reflected in literature

Strand	Reading Standards for Literature	
Topic	Key Ideas and Details	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Analyze how and why individuals, events, and ideas develop and interact over the course of a text</u></p> <p>B. 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)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>3.</p> <ul style="list-style-type: none"> Explain the author's choices in developing setting, plot, and characters and how these choices impact the work as a whole
<p>Alignments: CCSS: 11-12.RL.3 Performance: 1.5, 2.3, 2.4, 3.5 Knowledge: (CA) 2 NETS: 3c,d DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> In preparation for the collaborative group project, students will research critical articles to evaluate how an author uses: <ul style="list-style-type: none"> setting plot characters to create meaning in a novel Classroom discussions including: <ul style="list-style-type: none"> small group scored discussions Socratic Seminars guided reading questions 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Collaborative group project for study of schools of criticism with culminating presentation – assessed using a common scoring guide 		

Sample Assessment Questions

- Mary Shelley subtitled her novel *The Modern Prometheus*. Read the Prometheus myth and then speculate why she may have chosen to do this.
- Consider the female characters Caroline, Elizabeth, Safie, and Justine. Are they similar to each other? How are they representative of the classes they come from? Can they be called women typical of their age? Analyze Mary Shelley's use or nonuse of gender stereotypes. Would you consider her progressive in her portrayal of females or not?

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Student-chosen novels
- Databases:
 - Bloom's Literature
 - EBSCOhost
 - Credo Reference

Cross Curricular Connections

- Science: Discoveries in science that impacted the writing of literature
- Psychology: Psychological theories of Freud reflected in literature

Strand	Reading Standards for Literature	
Topic	Craft and Structure	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</u></p> <p>C. 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)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>4.</p> <ul style="list-style-type: none"> • Recognize the meaning and purpose of figurative language including simile, metaphor, and personification • Analyze the appeal of specific word choices and how these choices create meaning and or tone
<p>Alignments: CCSS: 11-12.RL.4 Performance: 1.8, 2.4, 2.7, 4.5 Knowledge: (CA) 2,7 NETS: 1c; 2a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Students will mark and annotate fiction during reading for language that creates meaning, evaluating the connotations of: <ul style="list-style-type: none"> • words • figurative language • Guided reading questions resulting in: <ul style="list-style-type: none"> • class discussion • collaborative learning • quote study analysis • Students will research criticism on fiction focusing on the author's: <ul style="list-style-type: none"> • diction • figurative language and the purpose of each 		

Assessments/Evaluations

- Collaborative group project for study of schools of criticism with culminating presentation – assessed using a common scoring guide
- Scored discussions and Socratic Seminars analyzing:
 - poetry
 - short stories

Sample Assessment Questions

- How does Hemingway’s use of the Spanish word “nada” impact the tone of the story “A Clean Well-Lighted Place”?

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Class novel
- Databases:
 - Bloom’s Literature
 - EBSCOhost
 - Credo Reference

Cross Curricular Connections

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Strand	Reading Standards for Literature	
Topic	Craft and Structure	
<p style="text-align: center;"><u>Standards</u></p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> <p>D. 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</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>5.</p> <ul style="list-style-type: none"> Examine the way an author puts a reading together in order to create meaning for the reader
<p>Alignments: CCSS: 11-12.RL.5 Performance: 1.2, 1.4 Knowledge: (CA) 2 NETS: 3b DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> Research on critical analysis over a novel resulting in the students forming an arguable thesis to be proven concerning how an author creates meaning Examine the structure of a novel by close reading and written analysis of text Scored discussions and Socratic Seminars on focused topics examining the way an author creates meaning Mark and annotate readings during study 		

Assessments/Evaluations

- Final essay exam (critical analysis)
- Scored discussions and Socratic Seminars analyzing:
 - poetry
 - short stories

Sample Assessment Questions

- Tales of horror create suspense by raising questions or uncertainties about the action in the reader's mind. As we read, we wonder who or what is responsible or we wonder how the events will come about. In many cases, tragic outcomes are strongly hinted at. How does the framing device used by Shelley in *Frankenstein* help to create this foreshadowing?

Instructional Resources/Tools

- Class novel
- Student-chosen novel
- Databases:
 - Bloom's Literature
 - EBSCOhost

Cross Curricular Connections

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Strand	Reading Standards for Literature	
Topic	Range of Reading and Level of Text Complexity	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Read and comprehend complex literary and informational texts independently and proficiently</u></p> <p>E. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently</p>		<p>10.</p> <ul style="list-style-type: none"> Read and show an understanding of complex reading by the end of grade 12
Alignments: CCSS: 11-12.RL.10 Performance: 1.5, 1.9, 2.4 Knowledge: (CA) 2,3 NETS: N/A DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will present and model strategies for effective independent reading such as: <ul style="list-style-type: none"> summarizing annotating reflecting questioning clarifying 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Final essay exam 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Research the two philosophers John Locke and Jean-Jaques Rousseau and their major philosophies. How do their major beliefs about human nature correspond or not correspond to the study of <i>Frankenstein</i>? 		

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Class novel
- Student-chosen novels
- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper

Cross Curricular Connections

- Students choose paper topics to research from differing disciplines. They are encouraged to research and read about what they plan to study in college; therefore, cross-curricular connections happen with many disciplines here depending on a student's field of study. For example, a student may choose to research music therapy, Alzheimer's disease, string theory, etc.

Strand	Reading Standards for Informational Text	
Topic	Key Ideas and Details	
<p style="text-align: center;"><u>Standards</u></p> <p>Read closely to determine what the text says explicitly and to <u>make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</u></p> <p>F. 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</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Quote and reference examples from the text • Determine or breakdown what the text clearly states • Draw conclusions not clearly stated in the text • Read between the lines when the text is unclear
<p>Alignments: CCSS: 11-12.RI.1 Performance: 1.1, 1.2, 1.4-1.6 Knowledge: (CA) 3 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Modeling of drawing conclusions using nonfictional essays from the textbook • Summarizing and annotating nonfictional essays from textbook • Annotated bibliography for position paper 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Cause/Effect essay: Research-based informational essay examining a cause and effect relationship 		
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Explain the cause/effect relationship examined by the author in detail. You may use a graphic organizer. • What counterarguments does the writer address and how does he address them? Cite examples. 		

Instructional Resources/Tools

- Student-chosen novels
- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- Various research databases

Cross Curricular Connections

- Science: Model essays
- Psychology: Model essay

Strand	Reading Standards for Informational Text	
Topic	Craft and Structure	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</u></p> <p>G. 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 <i>faction</i> in <i>Federalist</i> No. 10)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>4.</p> <ul style="list-style-type: none"> • Understand figurative, connotative, and technical language • Analyze how an author uses and defines key terms
<p>Alignments: CCSS: 11-12.RI.4 Performance: 1.5, 2.3 Knowledge: (CA) 3,6 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Read and analyze professional and student models • Students will keep notes of words/phrases not understood in a reading or repeated and defined by the author to be interpreted later in: <ul style="list-style-type: none"> • a class discussion • research using a resource such as a: <ul style="list-style-type: none"> • dictionary • thesaurus 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Cause/Effect essay: Research-based informational essay examining a cause and effect relationship 		

Sample Assessment Questions

- Identify the author's style in a model essay and ways the author makes his style individual and interesting using rhetorical devices.

Instructional Resources/Tools

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- Dictionaries
- Credo Reference
- www.dictionary.com

Cross Curricular Connections

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Strand	Reading Standards for Informational Text	
Topic	Integration of Knowledge and Ideas	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words*</u></p> <p>H. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem</p>		<p>7.</p> <ul style="list-style-type: none"> • Combine/include and evaluate more than one source of information (including digital media) to answer a question or solve a problem
Alignments: CCSS: 11-12.RI.7 Performance: 1.1, 1.4, 1.7 Knowledge: (CA) 3,5 NETS: 2b; 4a-c DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Students will research in the library or media center for a variety of sources on a topic • Students must defend a digital media source as credible and reliable for use in a paper 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> • Cause/Effect essay: Research-based informational essay examining a cause and effect relationship 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> • To support a cause/effect relationship, find or create a visual (chart, table, photograph, etc.) to include in your essay. 		

Instructional Resources/Tools

- Various databases, such as:
 - CQ Researcher
 - Salem Health
 - EBSCOhost
- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper

Cross Curricular Connections

- Students choose paper topics to research from differing disciplines. They are encouraged to research and read about what they plan to study in college; therefore, cross-curricular connections happen with many disciplines here depending on a student's field of study

Strand	Reading Standards for Informational Text	
Topic	Range of Reading and Level of Text Complexity	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Read and comprehend complex literary and informational texts independently and proficiently</u></p> <p>I. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently</p>		<p>10.</p> <ul style="list-style-type: none"> Understand grade-level text independently
<p>Alignments: CCSS: 11-12.RI.10 Performance: 1.5, 1.6 Knowledge: (CA) 3 NETS: N/A DOK: 4</p>		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> The teacher will present and model strategies for effective independent reading, such as: <ul style="list-style-type: none"> summarizing annotating reflecting questioning clarifying 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Final essay exam (critical analysis) will involve analysis of literary criticism of the student's independent outside novel 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> Prompt for Essay: This book is recommended for high school seniors to read if they plan to attend college. Based on your reading, why was this book chosen? Do you agree with its inclusion on the list after your reading? Will this book be on a list 10-20 years in the future? Why or why not? 		

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Class novel
- Student-chosen novels
- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper

Cross Curricular Connections

- Students choose a nonfiction novel from a college list to read independently for the final exam. Students pick nonfiction books based on their interest in various disciplines. For example, students interested in physics choose *A Brief History of Time* by Stephen Hawking whereas a student interested in history may choose *In Harm's Way* by Doug Stanton

Strand	Writing Standards
Topic	Text Types and Purposes
<p style="text-align: center;"><u>Standards</u></p> <p><u>Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</u></p> <p>J. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing 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) 	<p style="text-align: center;"><u>Learning Targets</u></p> <p>2.</p> <ul style="list-style-type: none"> • Write informative/explanatory essays • Write essays to examine and convey complex ideas, concepts, and information clearly and accurately • Use effective selection, organization, and analysis or content • Introduce a topic by organizing complex ideas and information • Build upon the topic to create a unified whole • Utilize headings, graphics, and multimedia when useful in aiding comprehension • Develop the topic thoroughly by selecting the most significant and relevant facts • Use concrete details as well as extended definitions, quotations, or other examples as needed • Utilize information appropriate to the audience's knowledge • Use appropriate and varied transitions and syntax to link the major section of the text • Create cohesion and clarify the relationships among complex ideas and concepts

	<ul style="list-style-type: none"> • Use precise language and vocabulary • Utilize techniques like metaphor, simile, and analogy to manage the complexity of the topic • Establish and maintain a formal style and objective tone • Follow standard English and MLA form • Write a concluding statement that follows and supports information or explanation presented
Alignment: CCSS: 11-12.W.2a-f Performance: 1.7, 1.8, 2.1, 2.7, 4.4 Knowledge: (CA) 4 NETS: 1b; 2b; 6a DOK: 4	
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Read nonfiction models in the textbook before writing • Prewriting strategies such as: <ul style="list-style-type: none"> • webbing • clustering • outlining to prepare an essay • Revision and editing after conferencing with the: <ul style="list-style-type: none"> • teacher • editor • Read-around groups (small groups reading peers' papers) to assess writing of the class and give positive and critical feedback • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models 	

<ul style="list-style-type: none"> Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> • rhetorical devices • figurative language • imagery • specific details • vague diction for revision • MLA formatting mistakes
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Assessed using a common scoring guide: <ul style="list-style-type: none"> Cause-and-Effect essay inviting students to speculate about a(n): <ul style="list-style-type: none"> • event • phenomenon • trend Observational essay with reflection about an intriguing: <ul style="list-style-type: none"> • place • person • activity within the community
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Write an observational essay about an intriguing place, person, or activity in your community. Your essay may be a profile of an individual based on interviews and observation; a description of a place observed. Observe your subject closely, and then present what you have learned in a way that both informs and engages readers.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> Microsoft Word on laptops www.piktochart.com www.turnitin.com
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">

Strand	Writing Standards	
Topic	Text Types and Purposes	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</u></p> <p>K. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <ol style="list-style-type: none"> a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution) d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>3.</p> <ul style="list-style-type: none"> • Write a narrative over a real or imagined experience • Use effective techniques, well chosen details, and well-structured event sequences to develop the narrative • Engage and orient the reader by setting out a problem, situation, or observation, and its significance • Establish one or multiple points of view and introduce narrative and/or character • Use a variety of techniques to create a coherent whole and build toward a particular tone and outcome • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters • Provide a reflective conclusion or resolution for the narrative
<p>Alignments: CCSS: 11-12.W.3a-e Performance: 2.1-2.3, 4.5 Knowledge: (CA) 4 NETS: 6a DOK: 4</p>		

<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> •
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Autobiographical essay
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Write an autobiographical essay about a significant event in your life. Choose the event or person with your readers in mind. The subject should be one that you feel comfortable presenting in an essay and lead readers to reflect on their own lives or on the differences between your personal experience and their own. Present your experience dramatically and vividly so that readers can imagine what it was like for you. Through a careful choice of words and details, convey the meaning and importance in your life of this event.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Microsoft Word on laptops • www.turnitin.com
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> •

Strand	Writing Standards	
Topic	Production and Distribution of Writing	
<p style="text-align: center;"><u>Standards</u></p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>L. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>4.</p> <ul style="list-style-type: none"> • Produce clear, coherent writing where development, organization, and style are appropriate to task, purpose, and audience
<p>Alignments: CCSS: 11-12.W.4 Performance: 1.4, 1.10, 2.2 Knowledge: (CA) 4,6 NETS: 3c; 6a DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Read nonfiction models in the textbook before writing • Prewriting strategies such as: <ul style="list-style-type: none"> • webbing • clustering • outlining to prepare an essay • Revision and editing after conferencing with the: <ul style="list-style-type: none"> • teacher • editor • Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models 		

<ul style="list-style-type: none"> Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> rhetorical devices figurative language imagery specific details vague diction for revision MLA formatting mistakes
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> Assessed using a common scoring guide: <ul style="list-style-type: none"> Autobiography essay with reflection that involves telling a story about a significant event or person in your life Cause-and-Effect essay inviting students to speculate about a(n): <ul style="list-style-type: none"> event phenomenon trend Observational essay with reflection about an intriguing: <ul style="list-style-type: none"> place person activity within the community
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> Choose one section from the book and discuss its importance to the larger novel as a whole. Evaluate the section closely while at the same time judge its integration into the larger work. Choose a subject—an event, phenomenon, or trend—that invites you to speculate about its causes and/or effects; why it may have happened or what its effects might be. Essays about causes look to the past to ponder why something happened. Essays about effects guess what is likely to happen in the future.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper www.turnitin.com Website: The Owl at Purdue <i>MLA Handbook for Writers</i>

Cross Curricular Connections

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Strand	Writing Standards	
Topic	Production and Distribution of Writing	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u></p> <p>M. 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 on page 54)</p>		<p>5.</p> <ul style="list-style-type: none"> • Develop and strengthen writing by drafting, editing, and revising • Address specific purpose and audience • Edit for standard English to demonstrate a command of usage
Alignments: CCSS: 11-12.W. 5 Performance: 2.2 Knowledge: (CA) 1,4 NETS: 6a DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Use turnitin.com grammar check tool for revision • Read nonfiction models in the textbook before writing • Prewriting strategies such as: <ul style="list-style-type: none"> • webbing • clustering • outlining to prepare an essay • Revision and editing after conferencing with the: <ul style="list-style-type: none"> • teacher • editor • Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback 		

- Publish positive examples for:
 - motivation
 - future models
- Highlight with the purpose for revision noting a particular emphasis for assignment, such as:
 - rhetorical devices
 - figurative language
 - imagery
 - specific details
 - vague diction for revision
 - MLA formatting mistakes

Assessments/Evaluations

- Assessed using a common scoring guide:
 - Autobiography essay with reflection that involves telling a story about a significant event or person in your life
 - Cause-and-Effect essay inviting students to speculate about a(n):
 - event
 - phenomenon
 - trend
 - Observational essay with reflection about an intriguing:
 - place
 - person
 - activitywithin the community

Sample Assessment Questions

- Groups of four exchange essays with another group of four.
Each group member reads each essay for a designated amount of time by passing to the right after teacher calls time.
As a group, decide which essay is the best. Place it on the top of the stack.
Then, as a group, write three areas each writer needs to work on. Write these at the top of first page.
Then, write one area each writer excels. When a student gets his/her essay back, use the comments to help revise your essay.

Instructional Resources/Tools

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- www.turnitin.com
- Microsoft Word on laptops

Cross Curricular Connections

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Strand	Writing Standards	
Topic	Production and Distribution of Writing	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</u></p> <p>N. 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</p>		<p>6.</p> <ul style="list-style-type: none"> • Use technology, including the internet, to produce, publish, and update writing products in ongoing essays • Respond to ongoing feedback by updating writing which may include adding new arguments or information
Alignments: CCSS: 11-12.W.6 Performance: 1.4, 2.3, 2.7, 4.5 Knowledge: (CA) 4,6 NETS: 1a-c, 2a,b,d DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Revision and editing after conferencing with the: <ul style="list-style-type: none"> • teacher • editor • Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models • Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> • rhetorical devices • figurative language • imagery • specific details • vague diction for revision • MLA formatting mistakes 		

Assessments/Evaluations

- Assessed using a common scoring guide:
 - Autobiography essay with reflection that involves telling a story about a significant event or person in your life
 - Cause-and-Effect essay inviting students to speculate about a(n):
 - event
 - phenomenon
 - trend
 - Observational essay with reflection about an intriguing:
 - place
 - person
 - activitywithin the community

Sample Assessment Questions

- Use the feedback from your peer editor and your grammar check from turnitin.com to revise errors in your essay for the final copy.

Instructional Resources/Tools

- www.turnitin.com
- www.edmodo.com

Cross Curricular Connections

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Strand	Writing Standards	
Topic	Research to Build and Present Knowledge	
<p style="text-align: center;"><u>Standards</u></p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>O. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>7.</p> <ul style="list-style-type: none"> • 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 • Demonstrate understanding of the subject under investigation
<p>Alignments: CCSS: 11-12.W.7 Performance: 1.1, 1.2, 1.4, 2.1 Knowledge: (CA) 4,6 NETS: 1a-c; 2b,d; 3 DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Creating an annotated bibliography, students will start with a broad subject and then narrow the subject for focus in the position essay that requires six sources • Read nonfiction models in the textbook before writing • Prewriting strategies such as: <ul style="list-style-type: none"> • webbing • clustering • outlining to broaden or narrow essay topic • Revision and editing after conferencing with: <ul style="list-style-type: none"> • teacher • editor in order to narrow or broaden a topic 		

<ul style="list-style-type: none"> • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models • Students will have a whole-class discussion of topics with a question and answer “hot seat” session with the teacher and classmates asking about the paper topic
<p><u>Assessments/Evaluations</u></p>
<ul style="list-style-type: none"> • Cause/Effect essay
<p><u>Sample Assessment Questions</u></p>
<ul style="list-style-type: none"> • The concept of Frankenstein has grown from Shelley’s novel to permeate culture since it was published. Research using the internet or databases to discover how the “monster” has evolved. Look for how the legend has influenced specifically these areas: <ol style="list-style-type: none"> 1. Art 2. Literature 3. Music 4. Popular Culture 5. Film <p>Find at least three examples. Explain what you have discovered in paragraphs of about 3-5 sentences for each example. Include the bibliographic information (Works Cited) for the sources.</p>
<p><u>Instructional Resources/Tools</u></p>
<ul style="list-style-type: none"> • Various databases supplied by the Library Media Center • Library • <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper
<p><u>Cross Curricular Connections</u></p>
<ul style="list-style-type: none"> • Art and Music: Research concept from literature through art

Strand	Writing Standards	
Topic	Research to Build and Present Knowledge	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism</u></p> <p>P. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>8.</p> <ul style="list-style-type: none"> • Gather relevant information from multiple authoritative print and digital sources • Use advanced searches effectively • Assess the strength 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 • Avoid plagiarism • Avoid over-relying on any one source • Follow standard MLA format
<p>Alignments: CCSS: 11-12.W.8 Performance: 1.7, 2.7, 4.4 Knowledge: (CA) 3 NETS: 3; 5a,b,d DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Creating an annotated bibliography of fifteen sources, students will start with a broad subject and then narrow the subject for focus in the position essay that requires six sources • Read nonfiction models in the textbook before writing 		

<ul style="list-style-type: none"> • Revision and editing after conferencing with: <ul style="list-style-type: none"> • teacher • editor • Read-around groups (small groups reading peers' papers) to: <ul style="list-style-type: none"> • assess writing of class • give positive and critical feedback • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models • Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> • rhetorical devices • figurative language • imagery • specific details • vague diction for revision • MLA formatting mistakes
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Cause/Effect essay
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Using the Owl at Purdue website, find the guiding questions for assessing the credibility of a source and write an annotation for a source for your paper assessing its reliability and credentials.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • Library • Various databases • Website: The Owl at Purdue • <i>MLA Handbook for Writers</i>
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> •

Strand	Writing Standards	
Topic	Research to Build and Present Knowledge	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p> <p>Q. Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p>a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”)</p> <p>b. Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>9.</p> <ul style="list-style-type: none"> • Draw evidence from literary or informational texts to support analysis, reflection, and research • Identify how two or more texts from the same period treat similar themes or topics
<p>Alignments: CCSS: 11-12.W.9a,b Performance: 1.5, 1.9, 3.5 Knowledge: (CA) 2,3,7 NETS: 3a-c; 6a,b DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Class discussion and graphic organizers to compare/contrast texts • Mark or flag text during reading for later discussion and analysis of topic 		

Assessments/Evaluations

- Research-based essays

Sample Assessment Questions

- In literature, a tragedy is a story that ends in the downfall of its main character and arouses pity or fear in the reader. In general, tragedy also expresses a tragic view of life—the idea that a noble person inevitably brings about his or her suffering through a “tragic flaw” in character. Further research the classic definition of tragedy. How does this relate to the book thus far?

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- Library
- Various databases:
 - Bloom’s Literature
 - EBSCOhost

Cross Curricular Connections

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Strand	Writing Standards	
Topic	Range of Writing	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>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</u></p> <p>R. 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</p>		<p>10.</p> <ul style="list-style-type: none"> • Write routinely over extended time frames for a range of tasks, purposes, and audiences • Write routinely in shorter time frames for a range of tasks, purposes, and audiences
Alignments: CCSS: 11-12.W.10 Performance: 2.1 Knowledge: (CA) 4 NETS: 6a DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> • Read nonfiction models in the textbook before writing • Prewriting strategies such as: <ul style="list-style-type: none"> • webbing • clustering • outlining to prepare an essay, and schedule time needed for each task • Read-around groups (small groups reading peers' papers) to: <ul style="list-style-type: none"> • assess writing of class • give positive and critical feedback • Publish positive examples for: <ul style="list-style-type: none"> • motivation • future models 		

Assessments/Evaluations

- Assessed using a common scoring guide:
 - Autobiography essay with reflection that involves telling a story about a significant event or person in your life
 - Cause-and-Effect essay inviting students to speculate about a(n):
 - event
 - phenomenon
 - trend
 - Observational essay with reflection about an intriguing:
 - place
 - person
 - activitywithin the community

Sample Assessment Question

- Who would benefit the most by reading this book? The least? Why? Define the intended reader as well as readers who may not choose the novel but should.
- Write an autobiographical essay about a significant event in your life. Choose the event or person with your readers in mind. The subject should be one that you feel comfortable presenting in an essay and lead readers to reflect on their own lives or on the differences between your personal experience and their own. Present your experience dramatically and vividly so that readers can imagine what it was like for you. Through a careful choice of words and details, convey the meaning and importance in your life of this event.

Instructional Resources/Tools

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- www.edmodo.com
- Microsoft Word on laptops

Cross Curricular Connections

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Strand	Speaking and Listening Standards	
Topic	Comprehension and Collaboration	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively</u></p> <p>S. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively</p> <ol style="list-style-type: none"> Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas Work with peers to promote civil, democratic discussions and decision-making set clear goals and deadlines, and establish individual roles as needed Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task 		<ol style="list-style-type: none"> <ul style="list-style-type: none"> Begin and participate in a variety of class discussions including one-on-one, in groups, and teacher-led Come to discussions prepared and present using evidence from texts that clearly shows thoughtful preparation and promotes an exchange of ideas Work together establishing individual roles and goals to respectfully exchange ideas and follow a timeline Facilitate conversations by both voicing reasoning and evidence and listening and responding to others' conclusions and opinions Respond thoughtfully to the perspectives of others looking at all sides of an issue and finally determine what additional research is needed

Alignments:

CCSS: 11-12.SL.1a-d

Performance: 2.3, 2.6, 4.1

Knowledge: (CA) 6

NETS: N/A

DOK: 2

Instructional Strategies

- Group collaboration expectations given before project begins
- Allow students to assume roles based on strengths
- Model scored discussions using videos of previous discussions

Assessments/Evaluations

- Collaborate group project analyzing a novel using criticism research
- Scored discussions over:
 - fiction
 - nonfiction

Sample Assessment Questions

- Scored discussion: You will be responsible for one of the discussion questions. You will have 15 minutes to prepare on your own for the discussion. Then you and your group will enter the “bowl” in the middle of the room and discuss your question. When you are outside the bowl, you are to listen and take notes over the other groups’ questions. You are expected to write at least five points made by the group. You will be graded on your discussion and on your notes. No one on the outside of the bowl is allowed to talk to anyone on the inside of the bowl.

Instructional Resources/Tools

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- *British Literature* textbook by McDougal-Littell
- Class novel
- Various databases
- www.edmodo.com

Cross Curricular Connections

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Strand	Speaking and Listening Standards	
Topic	Comprehension and Collaboration	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</u></p> <p>T. 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</p>		<p>3.</p> <ul style="list-style-type: none"> Evaluate a speaker's point of view, reasoning, and use of evidence and argumentation to analyze the speaker's tone, word choice, and main points
Alignments: CCSS: 11-12.SL.3 Performance: 1.5 Knowledge: (CA) 5 NETS: N/A DOK: 4		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Model examples of expectations for evaluation of presentations before presentations begin Set up two examples of speakers: <ul style="list-style-type: none"> one effective one mediocre and have students discuss, as a class, how to appropriately evaluate the speaker 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Autobiographical essay presentation: <ul style="list-style-type: none"> reflections evaluations Collaborative group: <ul style="list-style-type: none"> presentation evaluations 		

<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none">• Watch a speaker from Ted Talks. Summarize his/her message and analyze the effectiveness of the rhetoric in the presentation.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none">• Ted Talks (website/app)• Video camera (iPad or library)
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none">•

Strand	Speaking and Listening Standards	
Topic	Presentation of Knowledge and Ideas	
<p style="text-align: center;"><u>Standards</u></p> <p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience</p> <p>U. 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</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>4.</p> <ul style="list-style-type: none"> • Present information with supporting evidence showing a clear perspective so that listeners can follow the speaker's reasoning; the presentation is appropriate to the audience and is organized well
<p>Alignments: CCSS: 11-12.SL.4 Performance: 2.1 Knowledge: (CA) 6 NETS: 1b; 2a,b,d; 3; 4 DOK: 3</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Model scored discussions using videos of previous discussions • Brainstorm ideas and view previous presentations to best determine ways to incorporate media into a student's presentation 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Autobiographical essay presentation – assessed using a common scoring guide • Collaborative group presentation 		

Sample Assessment Questions

- In groups of 3-4, you will study a school of literary criticism.
Create a MLA Works Cited page for the sources you use.
Analyze the novel using the method of your chosen school of literary criticism.
Present your findings to the class in a creative and informative way that utilizes digital media as well as other appropriate methods and techniques

Instructional Resources/Tools

- Video camera (iPad or library)
- www.piktochart.com
- www.prezi.com
- Microsoft PowerPoint

Cross Curricular Connections

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Strand	Speaking and Listening Standards	
Topic	Presentation of Knowledge and Ideas	
<u>Standards</u>		<u>Learning Targets</u>
<p><u>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</u></p> <p>V. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest</p>		<p>5.</p> <ul style="list-style-type: none"> Effectively use digital media in presentations to increase understanding of the evidence and reasoning as well as adding interest
Alignments: CCSS: 11-12.SL.5 Performance: 1.4, 1.8, 2.4 Knowledge: (CA) 4 NETS: 1; 6 DOK: 2		
<u>Instructional Strategies</u>		
<ul style="list-style-type: none"> Brainstorm ideas and view previous presentations to best determine way to incorporate media into a student's presentation Training given by the library media specialist on various programs/techniques available to enhance effectiveness of presentations 		
<u>Assessments/Evaluations</u>		
<ul style="list-style-type: none"> Autobiographical essay presentation – assessed using a common scoring guide Collaborative group presentation with visual component to reinforce message 		
<u>Sample Assessment Questions</u>		
<ul style="list-style-type: none"> In groups of 3-4, you will study a school of literary criticism. Create a MLA Works Cited page for the sources you use. Analyze the novel using the method of your chosen school of literary criticism. Present your findings to the class in a creative and informative way that utilizes digital media as well as other appropriate methods and techniques. 		

Instructional Resources/Tools

- www.piktochart.com
- www.prezi.com
- www.edmodo.com
- Microsoft PowerPoint

Cross Curricular Connections

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Strand	Speaking and Listening Standards	
Topic	Presentation of Knowledge and Ideas	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</u></p> <p>W. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations)</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>6.</p> <ul style="list-style-type: none"> • Use appropriate speech in a variety of tasks including proper English when giving a presentation
<p>Alignments: CCSS: 11-12.SL.6 Performance: 2.1, 2.4 Knowledge: (CA) 6 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Model scored discussions using videos of previous discussions • Brainstorm ideas and view previous presentations to analyze the impact of using proper English when giving a presentation 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Assessed using a common scoring guide: <ul style="list-style-type: none"> • Autobiographical essay presentation • Collaborative group presentation 		

Sample Assessment Questions

- In groups of 3-4, you will study a school of literary criticism.
Create a MLA Works Cited page for the sources you use.
Analyze the novel using the method of your chosen school of literary criticism.
Present your findings to the class in a creative and informative way that utilizes digital media as well as other appropriate methods and techniques.
- After reading a model essay for the Observational Essay Unit, prepare to discuss for the class one of the following elements the author utilizes in the essay: dialogue, imagery, rhetoric, figurative language, or style.

Instructional Resources/Tools

- Video camera
- www.edmodo.com
- Ted Talks (website or app)

Cross Curricular Connections

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Strand	Language Standards	
Topic	Conventions of Standard English	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</u></p> <p>X. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested</p> <p>b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>1.</p> <ul style="list-style-type: none"> • Demonstrate proper usage of standard English grammar and usage in writing and speaking • Understand that usage rules change over time and are contested
<p>Alignments: CCSS: 11-12.L.1a,b Performance: 2.2 Knowledge: (CA) 1 NETS: 5b; 6a,b DOK: 2</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Use interactive exercises found: <ul style="list-style-type: none"> • on the Internet • in other programs to target weak skills on an individual student basis • As weaknesses are discovered, targeted mini-lessons should be implemented to help student progress • Discussion of contested usage such as: <ul style="list-style-type: none"> • sexist language • commas in a series • apostrophe rules • Use turnitin.com grammar check for revision of papers 		

Assessments/Evaluations

- Presentations:
 - Autobiographical essay
 - Collaborative group
 - Assessed using a common scoring guide:
 - Autobiography essay with reflection that involves telling a story about a significant event or person in your life
 - Cause-and-Effect essay inviting students to speculate about a(n):
 - event
 - phenomenon
 - trend
 - Observational essay with reflection about an intriguing:
 - place
 - person
 - activity
- within the community

Sample Assessment Questions

- Using turnitin.com and Microsoft Word, edit your essay for standard English grammar as well as conduct a self-edit of your essay.

Instructional Resources/Tools

- www.turnitin.com
- Websites for targeting grammar weaknesses, including:
 - The Owl at Purdue
 - Chompchamp.com
 - sites student's find helpful
- Grammar and Composition handbooks

Cross Curricular Connections

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Strand	Language Standards	
Topic	Conventions of Standard English	
<p align="center"><u>Standards</u></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>Y. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Observe hyphenation conventions</p> <p>b. Spell correctly</p>		<p align="center"><u>Learning Targets</u></p> <p>2.</p> <ul style="list-style-type: none"> • Write using standard English capitalization, punctuation, and spelling with specific emphasis on hyphenation and spelling
<p>Alignments: CCSS: 11-12.L.2 Performance: 2.2 Knowledge: (CA) 1 NETS: 1c; 6b DOK: 2</p>		
<p align="center"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Use interactive exercises found: <ul style="list-style-type: none"> • on the Internet • in other programs to target weak skills on an individual student basis • As weaknesses are discovered, targeted mini-lessons should be implemented to help student progress • Use turnitin.com grammar check for revision of papers 		

Assessments/Evaluations

- Assessed using a common scoring guide:
 - Autobiography essay with reflection that involves telling a story about a significant event or person in your life
 - Cause-and-Effect essay inviting students to speculate about a(n):
 - event
 - phenomenon
 - trend
 - Observational essay with reflection about an intriguing:
 - place
 - person
 - activitywithin the community

Sample Assessment Questions

- Correctly hyphenate the compound adjectives in the following sentences.

Instructional Resources/Tools

- www.turnitin.com
- Websites for targeting grammar weaknesses, including:
 - The Owl at Purdue
 - Chompchamp.com
 - sites student's find helpful
- Grammar and Composition handbooks

Cross Curricular Connections

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Strand	Language Standards	
Topic	Knowledge of Language	
<p style="text-align: center;"><u>Standards</u></p> <p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>Z01. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>3.</p> <ul style="list-style-type: none"> • Apply their knowledge of language in different contexts to understand meaning and style when they read or listen including a study of sentence structure (syntax) in difficult texts • Apply their knowledge of language to make effective choices for meaning and style in their writing including varying sentence structure for effect
<p>Alignments: CCSS: 11-12.L.3a Performance: 1.10, 3.2 Knowledge: (CA) 2-4 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Guided reading questions specific to difficult or stylistically significant passages in literature such as: <ul style="list-style-type: none"> • <i>Macbeth</i> • English Romantic poetry • Mark and annotate text during reading, resulting in: <ul style="list-style-type: none"> • collaborative • whole-class discussion over: <ul style="list-style-type: none"> • language • syntax 		

<ul style="list-style-type: none"> • Revision of essays with emphasis on: <ul style="list-style-type: none"> • maintaining an effective style • clarifying meaning while using complex language
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Quote studies • Assessed using a common scoring guide: <ul style="list-style-type: none"> • Autobiography essay with reflection that involves telling a story about a significant event or person in your life • Cause-and-Effect essay inviting students to speculate about a(n): <ul style="list-style-type: none"> • event • phenomenon • trend • Observational essay with reflection about an intriguing: <ul style="list-style-type: none"> • place • person • activity <p>within the community</p>
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Evaluate Mary Shelley’s use of language in <i>Frankenstein</i>. How does her writing reflect the time period? • Take a passage from a difficult text with complicated syntax and rewrite it simply. • Take a passage with a simple syntax and rewrite it complexly.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper • <i>British Literature</i> textbook by McDougal-Littell • Bloom’s Literature
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> •

Strand	Language Standards	
Topic	Vocabulary Acquisition and Use	
<p style="text-align: center;"><u>Standards</u></p> <p><u>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate</u></p> <p>Z02. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies</p> <ol style="list-style-type: none"> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary) 		<p style="text-align: center;"><u>Learning Targets</u></p> <p>4.</p> <ul style="list-style-type: none"> Determine a word’s meaning by using context clues, identifying how a word changes from one part of speech to another (e.g., from noun to adverb), and using reference materials to check the meaning of a word or phrase
<p>Alignments: CCSS: 11-12.L.4a-d Performance: 1.1, 1.4, 3.2 Knowledge: (CA) 3 NETS: 6b DOK: 2</p>		

<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Annotate text for unknown words for evaluating meaning using: <ul style="list-style-type: none"> • resources • context clues • Guided reading questions over: <ul style="list-style-type: none"> • poems • short stories <p>focusing on difficult vocabulary</p>
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • Scored discussions • Essays over literature • Paraphrasing in research-based papers • Exams over literature
<p style="text-align: center;"><u>Sample Assessment Questions</u></p> <ul style="list-style-type: none"> • Keep a vocabulary journal of challenging words as you read a novel. Look up words that you find difficult and write the meanings.
<p style="text-align: center;"><u>Instructional Resources/Tools</u></p> <ul style="list-style-type: none"> • <i>British Literature</i> textbook by McDougal-Littell • Dictionaries • Thesaurus • www.dictionary.com
<p style="text-align: center;"><u>Cross Curricular Connections</u></p> <ul style="list-style-type: none"> •

Strand	Language Standards	
Topic	Vocabulary Acquisition and Use	
<p style="text-align: center;"><u>Standards</u></p> <p>Acquire and use accurately a range of <u>general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</u></p> <p>Z03. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression</p>		<p style="text-align: center;"><u>Learning Targets</u></p> <p>6.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of how to acquire and use vocabulary on both academic and career-specific levels
<p>Alignments: CCSS: 11-12.L.6 Performance: 2.2, 3.3 Knowledge: (CA) 1-3 NETS: N/A DOK: 4</p>		
<p style="text-align: center;"><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Revision of essays by highlighting vague or non-specific diction • Model ways to choose better diction in a paper by using resources available • During reading, note unknown words that are crucial to meaning to be defined through further research 		
<p style="text-align: center;"><u>Assessments/Evaluations</u></p> <ul style="list-style-type: none"> • When composing all essays, part of the students' assessment is to use proper and sophisticated diction based on purpose and audience for the essay • Annotated bibliography 		

Sample Assessment Questions

- When reviewing a peer's essay, indicate any non-specific words or words which should be revised for vivid language.

Instructional Resources/Tools

- *British Literature* textbook by McDougal-Littell
- Dictionaries
- Thesaurus
- www.dictionary.com

Cross Curricular Connections

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