

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

<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Key Ideas and Details	
<p style="text-align: center;"><b><u>Standards</u></b></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;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>Find and use specific passages to analyze the reading and draw conclusions about possible meaning</li> </ul>
<p><b>Alignments:</b>          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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Students will read and evaluate sources to analyze possible meanings of novels</li> <li>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"> <li>tone</li> <li>characterization</li> <li>mood</li> </ul>             to aid in the writing of the analysis as a culminating activity</li> <li>Scored discussions and Socratic Seminars require students to:             <ul style="list-style-type: none"> <li>analyze specific passages</li> <li>listen to the responses of others</li> <li>evaluate the passage as a whole</li> </ul> </li> </ul>		

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

### **Assessments/Evaluations**

- Literary analysis of outside reading novels – assessed using a common scoring guide
- Final essay exam will involve analysis of literary criticism of the student's independent outside novel
- Quizzes over:
  - poetry
  - short stories
- Quote study and analysis of poems and short stories in the form of short essay responses
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - short stories

### **Sample Assessment Questions**

- Based on the details in lines 262-266, you can best make the inference that Grendel is:
  - Strong
  - Sociable
  - Enthusiastic
  - Modest
- Pick three adjectives to describe a character. Each adjective must be supported by a passage and an explanation.

### **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: Draw inferences about a culture based on its literature

<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Key Ideas and Details	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</u></p> <p>B. 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</p>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>2.</p> <ul style="list-style-type: none"> <li>• Accurately summarize a reading</li> <li>• Recognize two or more central ideas in a reading and explain the progression and development and how they affect the work as a whole</li> </ul>
<p><b>Alignments:</b>  CCSS: 11-12.RL.2  Performance: 1.5, 1.6. 3.5  Knowledge: (CA) 2  NETS: N/A  DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Students will compare how two poems or stories have similar central ideas or themes by summarizing the passages</li> <li>• During reading, students will: <ul style="list-style-type: none"> <li>• trace a main idea or theme for writing about in a literary analysis</li> <li>• choose passages for further study, evaluating the passages': <ul style="list-style-type: none"> <li>• purpose</li> <li>• effectiveness</li> <li>• main idea</li> </ul> </li> </ul> </li> </ul>		

### **Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Quote study and analysis of:
    - poems
    - short stories
 in the form of short essay responses
- Quizzes over:
  - poetry
  - short stories
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - short stories

### **Sample Assessment Questions**

- Choose one motif from the play to trace from Act I-Act V. Tie the motif to the theme of the play.

### **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**

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<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Key Ideas and Details	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Analyze how and why individuals, events, and ideas develop and interact over the course of a text</u></p> <p>C. 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;"><b><u>Learning Targets</u></b></p> <p>3.</p> <ul style="list-style-type: none"> <li>Explain the author's choices in developing setting, plot, and characters and how these choices impact the work as a whole</li> </ul>
<p><b>Alignments:</b>            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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Classroom discussions including:               <ul style="list-style-type: none"> <li>small group</li> <li>scored discussions</li> <li>Socratic Seminars</li> <li>guided reading questions</li> </ul> </li> </ul> <p>to analyze a Shakespearean play and his purposes in:</p> <ul style="list-style-type: none"> <li>diction</li> <li>plot</li> <li>setting</li> <li>characterization</li> </ul>		

**Assessments/Evaluations**

- Exam over Shakespearean drama
- Quizzes over:
  - poetry
  - short stories
- Quote study and analysis of:
  - poems
  - short storiesin the form of short essay responses – assessed using a common scoring guide
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - short stories

**Sample Assessment Questions**

- Examine Shakespeare's use of the witches and their contribution to the foreshadowing found in the play.

**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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<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Craft and Structure	
<p style="text-align: center;"><b><u>Standards</u></b></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>D. 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;"><b><u>Learning Targets</u></b></p> <p>4.</p> <ul style="list-style-type: none"> <li>• <b>Recognize the meaning and purpose of figurative language</b></li> <li>• <b>Analyze the appeal of specific word choices and how these choices create meaning and or tone</b></li> </ul>
<p><b>Alignments:</b>  CCSS: 11-12.RL.4  Performance: 1.2, 2.3, 3.5  Knowledge: (CA) 2,7  NETS: 1c; 2a  DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Students will mark and annotate fiction during reading for language that creates meaning, evaluating the connotations of: <ul style="list-style-type: none"> <li>• words</li> <li>• figurative language</li> </ul> </li> <li>• Guided reading questions resulting in: <ul style="list-style-type: none"> <li>• class discussion</li> <li>• collaborative learning</li> <li>• quote study analysis</li> </ul> </li> <li>• Students will research criticism on fiction focusing on the author's: <ul style="list-style-type: none"> <li>• diction</li> <li>• figurative language</li> </ul> and the purpose of each </li> </ul>		

### **Assessments/Evaluations**

- Exam over Shakespearean drama
- Quizzes over:
  - poetry
  - short stories
  - written responses
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - short stories

### **Sample Assessment Questions**

- Oberon's magical herb could be considered a metaphor for how love is in reality. How so?
  - The herb allows a person to fall in love with the appropriate partner.
  - The herb lasts for only as short while as it wears off, much as love does.
  - The use of the herb results in complications and confusion much as love does in lovers' lives.
  - The herb only results in tragedy and pain just as love does for all of the play's characters.
- How does the use of Scottish dialect affect Robert Burns' poems?

### **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;"><b><u>Standards</u></b></p> <p><u>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</u></p> <p>E. 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;"><b><u>Learning Targets</u></b></p> <p>5.</p> <ul style="list-style-type: none"> <li>• <b>Examine the way an author puts a reading together in order to create meaning for the reader</b></li> </ul>
<p><b>Alignments:</b>  CCSS: 11-12.RL.5  Performance: 1.2, 1.4  Knowledge: (CA) 2  NETS: 3b  DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Research on critical analysis over a novel resulting in the students forming an arguable thesis to be proven concerning how an author creates meaning</li> <li>• Examine the structure of a Shakespearean drama using graphic organizers</li> <li>• Scored discussions and Socratic Seminars on focused topics examining the way an author creates meaning</li> <li>• Mark and annotate readings during study</li> </ul>		

**Assessments/Evaluations**

- Literary analysis based on research of critical analysis for the student chosen novel – assessed using a common scoring guide
- Quizzes over:
  - poetry
  - short stories
- Quote study and analysis of poems and short stories in the form of short essay responses
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - short stories

**Sample Assessment Questions**

- Use your knowledge of a well-made play to examine the plot of a play to find and identify the five plot elements.
- Write a literary analysis of your chosen fiction novel using one or more of the previously taught schools of literary criticism.

**Instructional Resources/Tools**

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

**Cross Curricular Connections**

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<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Craft and Structure	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Assess how point of view or purpose shapes the content and style of a text</u></p> <p>F. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement)</p>		<p>6.</p> <ul style="list-style-type: none"> <li>Recognize point of view</li> <li>Analyze how the author's point of view creates satire, sarcasm, irony, or understatement</li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.RL.6          Performance: 1.5, 1.6, 1.9          Knowledge: (CA) 2          NETS: N/A          DOK: 4</p>		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Complete guided reading questions and/or scored discussions leading to analysis of elements and techniques such as:             <ul style="list-style-type: none"> <li>satire</li> <li>sarcasm</li> <li>irony</li> <li>understatement</li> </ul> </li> <li>before being asked to analyze:             <ul style="list-style-type: none"> <li>point of view</li> <li>purpose</li> </ul> </li> <li>on their own in:             <ul style="list-style-type: none"> <li>quote studies</li> <li>group projects</li> <li>exams</li> <li>essays</li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Quote study and analysis of:
    - poems
    - short stories
 in the form of short essay responses
- Quizzes over:
  - poetry
  - short stories
  - written responses
- Scored discussions and Socratic Seminars analyzing:
  - poetry
  - fiction

**Sample Assessment Questions**

- How does Robert Brownings' point of view in his dramatic monologues affect the irony in the monologue?

**Instructional Resources/Tools**

- *British Literature* textbook by McDougal-Littell
- Student-chosen novels from a college reading list

**Cross Curricular Connections**

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<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Integration of Knowledge and Ideas	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words*</u></p> <p>G. 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)</p>		<p>7.</p> <ul style="list-style-type: none"> <li>• Study multiple interpretations of a story, drama, or poem</li> <li>• Evaluate these interpretations through comparison and contrast in order to draw conclusions</li> </ul>
<b>Alignments:</b> CCSS: 11-12.RL.7 Performance: 1.5, 1.9, 2.4 Knowledge: (CA) 2,5,7 NETS: 2b; 4a-c DOK: 3		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Model expectations in a group setting, allowing student to collaborate before coming to a class consensus about the content presented in varying formats</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Analysis of scenes from a Shakespearean drama in different mediums and versions while:             <ul style="list-style-type: none"> <li>• evaluating each using comparison and contrast</li> <li>• judging the effectiveness of each</li> </ul> </li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• Watch three different versions of the opening of <i>Macbeth</i>. Compare and contrast the scenes specifically looking at the directorial choices made.</li> </ul>		

**Instructional Resources/Tools**

- *British Literature* textbook by McDougal-Littell
- DVD or streamed copies of Shakespearean plays
- Teachertube.com

**Cross Curricular Connections**

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<b>Strand</b>	Reading Standards for Literature	
<b>Topic</b>	Range of Reading and Level of Text Complexity	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Read and comprehend complex literary and informational texts independently and proficiently</u></p> <p>H. 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"> <li>• Read and show an understanding of complex reading by the end of grade 12</li> </ul>
<b>Alignments:</b> CCSS: 11-12.RL.10 Performance: 1.5, 1.9, 2.4 Knowledge: (CA) 2,3 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• The teacher will present and model strategies for effective independent reading such as:               <ul style="list-style-type: none"> <li>• summarizing</li> <li>• annotating</li> <li>• reflecting</li> <li>• questioning</li> <li>• clarifying</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Literary analysis based on research of critical analysis for the novel the student chooses – assessed using a common scoring guide</li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• Write a literary analysis of your fiction novel using one or more schools of literary criticism. Use at least three sources from databases as well as your novel to support your analysis of a complex aspect of the novel.</li> </ul>		

**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**

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<b>Strand</b>	Reading Standards for Informational Text	
<b>Topic</b>	Key Ideas and Details	
<p style="text-align: center;"><b><u>Standards</u></b></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>I. 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;"><b><u>Learning Targets</u></b></p> <p>1.</p> <ul style="list-style-type: none"> <li>• Quote and reference examples from the text</li> <li>• Determine or breakdown what the text clearly states</li> <li>• Draw conclusions not clearly stated in the text</li> <li>• Read between the lines when the text is unclear</li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Modeling of drawing conclusions using nonfictional essays from the textbook</li> <li>• Summarizing and annotating nonfictional essays from textbook</li> <li>• Annotated bibliography for position paper</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide: <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>		

**Sample Assessment Questions**

- Choose an issue that you have strong feelings about, and write an essay arguing your position on this issue using the Rogerian technique for a nonthreatening argument. Your purpose is to convince your readers to take your argument seriously. Therefore, you will need to acknowledge readers' opposing views as well as any objections or questions they might have.

**Instructional Resources/Tools**

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

**Cross Curricular Connections**

- Students choose interdisciplinary topics for both the position and concept essay related to their interests and future careers.

<b>Strand</b>	Reading Standards for Informational Text	
<b>Topic</b>	Key Ideas and Details	
<p align="center"><b><u>Standards</u></b></p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas</p> <p>J. 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</p>		<p align="center"><b><u>Learning Targets</u></b></p> <p>2.</p> <ul style="list-style-type: none"> <li>• Identify two or more main ideas of a text</li> <li>• Analyze the main idea/ideas throughout the text</li> <li>• Show how the main ideas relate to one another to give an in-depth analysis</li> <li>• Summarize the main idea</li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.RI.2          Performance: 1.1, 1.2, 1.4, 1.5, 2.1          Knowledge: (CA) 3          NETS: N/A          DOK: 4</p>		
<p align="center"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Annotated bibliography for position essay</li> <li>• Read, paraphrase, and summarize critical analysis for literary analysis</li> <li>• Research nonfiction articles evaluating relevance for incorporation in concept essay</li> </ul>		
<p align="center"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide:             <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>		

**Sample Assessment Questions**

- Summarize the main points and ideas of your essay in 4-5 sentences. Identify and explain how the author uses the strategies for writing a concept essay in the essay. How does the writer balance being informative as well as interesting? What techniques does he/she use? Explain.

**Instructional Resources/Tools**

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

**Cross Curricular Connections**

- Model Essay:
  - Science
  - Psychology
  - Sociology

<b>Strand</b>	Reading Standards for Informational Text	
<b>Topic</b>	Key Ideas and Details	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Analyze how and why individuals, events, and ideas develop and interact over the course of a text</u></p> <p>K. 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</p>		<p>3.</p> <ul style="list-style-type: none"> <li>• <b>Analyze an in-depth set of ideas or sequence of events</b></li> <li>• <b>Explain how certain individuals, ideas, or events work together and develop throughout the text</b></li> </ul>
<b>Alignments:</b> CCSS: 11-12.RI.3 Performance: 1.5, 1.6, 3.5 Knowledge: (CA) 3 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Annotated bibliography for position paper</li> <li>• Research critical articles and:             <ul style="list-style-type: none"> <li>• summarize how the ideas in the article correspond with a fictional work studied</li> <li>• explain the development of the work based on these ideas</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>• Assessed using a common scoring guide:             <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>• Identify the author’s thesis, counterarguments, and rebuttal in model essays for position essay unit.</li> </ul>		

**Instructional Resources/Tools**

- Library Media Center:
  - databases
  - periodicals
  - books
- Owl at Purdue

**Cross Curricular Connections**

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<b>Strand</b>	Reading Standards for Informational Text	
<b>Topic</b>	Craft and Structure	
<p style="text-align: center;"><b><u>Standards</u></b></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>L. 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;"><b><u>Learning Targets</u></b></p> <p>4.</p> <ul style="list-style-type: none"> <li>• Understand figurative, connotative, and technical language</li> <li>• Analyze how an author uses and defines key terms</li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Read and analyze professional and student models</li> <li>• 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"> <li>• a class discussion</li> <li>• research using a resource such as a: <ul style="list-style-type: none"> <li>• dictionary</li> <li>• thesaurus</li> </ul> </li> </ul> </li> </ul>		

**Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject

**Sample Assessment Questions**

- Read the following example of rhetorical devices and label each (i.e., litotes, asyndenton, anadipolosis, etc.)

**Instructional Resources/Tools**

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- Dictionaries
- Credo Reference
- [www.dictionary.com](http://www.dictionary.com)

**Cross Curricular Connections**

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Strand	Reading Standards for Informational Text	
Topic	Integration of Knowledge and Ideas	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</u></p> <p>M. 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 style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>7.</p> <ul style="list-style-type: none"> <li>• <b>Combine/include and evaluate more than one source of information (including digital media) to answer a question or solve a problem</b></li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.RI.7          Performance: 1.1, 1.4, 1.7          Knowledge: (CA) 3,5          NETS: 2b; 4a-c          DOK: 4</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Students will:             <ul style="list-style-type: none"> <li>• research in the library or media center for a variety of sources on a topic</li> <li>• evaluate in an annotated bibliography for the position paper</li> </ul> </li> <li>• Students must defend a digital media source as credible and reliable for use in a paper</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide:             <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>		

**Sample Assessment Questions**

- Explore a complex concept and convey the information in an infographic you create.

**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**

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<b>Strand</b>	Reading Standards for Informational Text	
<b>Topic</b>	Range of Reading and Level of Text Complexity	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Read and comprehend complex literary and informational texts independently and proficiently</u></p> <p>N. 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"> <li>Understand grade-level text independently</li> </ul>
<b>Alignments:</b> CCSS: 11-12.RI.10 Performance: 1.5, 1.6 Knowledge: (CA) 3 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>The teacher will present and model strategies for effective independent reading, such as:             <ul style="list-style-type: none"> <li>summarizing</li> <li>annotating</li> <li>reflecting</li> <li>questioning</li> <li>clarifying</li> </ul> </li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Literary analysis based on research of critical analysis for the novel the student chooses – assessed using a common scoring guide</li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>After reading a fiction novel from a college list independently, write a literary analysis using one or more schools of literary criticism to analyze a complex aspect of the novel.</li> </ul>		

**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**

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Strand	Writing Standards
Topic	Text Types and Purposes
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</u></p> <p>O. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence</li> <li>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases</li> <li>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing</li> <li>Provide a concluding statement or section that follows from and supports the argument presented</li> </ol>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><b>Write arguments with supported claims for _____, relevant topics, or texts</b></li> <li><b>Use valid reasoning with relevant, sufficient evidence</b></li> <li><b>Precisely introduce significant claims and distinguish them from the counter claims in a logical, sequential manner</b></li> <li><b>Develop claims and counter claims with reasons and evidence</b></li> <li><b>Evaluate evidence for relevance</b></li> <li><b>Develop claims and counter claims fairly and thoroughly</b></li> <li><b>Point out the strengths and weaknesses of claims and counterclaims</b></li> <li><b>Identify and anticipate the audiences knowledge, concern, value, and possible biases</b></li> <li><b>Utilize words, phrases, clauses, and varied syntax to link major sections</b></li> <li><b>Create cohesion and clarify the relationships between claims and reasons</b></li> <li><b>Clarify relationships between reasons and evidence</b></li> <li><b>Clarify relationship between claims and counterclaims</b></li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• <b>Establish and maintain a formal style and an objective tone</b></li> <li>• <b>Follow the norms and conventions of standard English and MLA formatting</b></li> <li>• <b>Write a concluding statement that follows and supports the argument presented</b></li> </ul>
<b>Alignments:</b> CCSS: 11-12.W.1a-e Performance: 1.2, 1.4, 1.6, 2.3, 2.7 Knowledge: (CA) 4 NETS: 3; 5; 6 DOK: 4	
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Guided peer editing</li> <li>• Read professional and student models to evaluate writing strategies and devices to emulate when writing</li> </ul>	
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously – assessed using a common scoring guide</li> </ul>	
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Choose an issue that you have strong feelings about, and write an essay arguing your position on this issue using the Rogerian technique for a nonthreatening argument. Your purpose is to convince your readers to take your argument seriously. Therefore, you will need to acknowledge readers’ opposing views as well as any objections or questions they might have.</li> </ul>	
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Modern Language Association handbook</li> <li>• Library Media Center:             <ul style="list-style-type: none"> <li>• databases</li> <li>• periodicals</li> <li>• books</li> </ul> </li> </ul>	



**Cross Curricular Connections**

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Strand	Writing Standards
Topic	Text Types and Purposes
<p style="text-align: center;"><b><u>Standards</u></b></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>P. 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"> <li>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</li> <li>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</li> <li>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</li> <li>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</li> <li>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</li> <li>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)</li> </ol>	<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>2.</p> <ul style="list-style-type: none"> <li>• <b>Write informative/explanatory essays</b></li> <li>• <b>Write essays to examine and convey complex ideas, concepts, and information clearly and accurately</b></li> <li>• <b>Use effective selection, organization, and analysis or content</b></li> <li>• <b>Introduce a topic by organizing complex ideas and information</b></li> <li>• <b>Build upon the topic to create a unified whole</b></li> <li>• <b>Utilize headings, graphics, and multimedia when useful in aiding comprehension</b></li> <li>• <b>Develop the topic thoroughly by selecting the most significant and relevant facts</b></li> <li>• <b>Use concrete details as well as extended definitions, quotations, or other examples as needed</b></li> <li>• <b>Utilize information appropriate to the audience's knowledge</b></li> <li>• <b>Use appropriate and varied transitions and syntax to link the major section of the text</b></li> <li>• <b>Create cohesion and clarify the relationships among complex ideas and concepts</b></li> </ul>

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

- 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**

- Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject – assessed using a common scoring guide

### **Sample Assessment Questions**

- Choose a concept that interests you enough to study further. Write an essay explaining the concept. Consider carefully what your readers already know about the concept and how your essay will add to their knowledge.

### **Instructional Resources/Tools**

- Microsoft Word on laptops
- [www.piktochart.com](http://www.piktochart.com)
- [www.turnitin.com](http://www.turnitin.com)

### **Cross Curricular Connections**

- Students choose interdisciplinary topics for essays depending upon their interests and future careers. A student planning to major in psychology may choose schizophrenia; a student interested in agriculture may choose to discuss a modern farming technique

Strand	Writing Standards	
Topic	Text Types and Purposes	
<p style="text-align: center;"><b><u>Standards</u></b></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>Q. 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"> <li>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</li> <li>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</li> <li>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)</li> <li>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative</li> </ol>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>3.</p> <ul style="list-style-type: none"> <li>• <b>Write a narrative over a real or imagined experience</b></li> <li>• <b>Use effective techniques, well chosen details, and well-structured event sequences to develop the narrative</b></li> <li>• <b>Engage and orient the reader by setting out a problem, situation, or observation, and its significance</b></li> <li>• <b>Establish one or multiple points of view and introduce narrative and/or character</b></li> <li>• <b>Use a variety of techniques to create a coherent whole and build toward a particular tone and outcome</b></li> <li>• <b>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</b></li> <li>• <b>Provide a reflective conclusion or resolution for the narrative</b></li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"><li>• Collaborative learning strategies to create voice and change tone in writing</li><li>• Read professional and student models and evaluate for effectiveness in presenting people, adding dialogue, and conveying significance</li></ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"><li>• College essay written for the Common Application for college</li></ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"><li>• Write a fictional or nonfictional anecdote for persuasive purposes to include in the position essay for pathos.</li></ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"><li>• Microsoft Word on laptops</li><li>• <a href="http://www.turnitin.com">www.turnitin.com</a></li></ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"><li>• </li></ul>

Strand	Writing Standards	
Topic	Production and Distribution of Writing	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</u></p> <p>R. 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;"><b><u>Learning Targets</u></b></p> <p>4.</p> <ul style="list-style-type: none"> <li>• <b>Produce clear, coherent writing where development, organization, and style are appropriate to task, purpose, and audience</b></li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Read nonfiction models in the textbook before writing</li> <li>• Prewriting strategies such as: <ul style="list-style-type: none"> <li>• webbing</li> <li>• clustering</li> <li>• outlining</li> </ul> to prepare an essay</li> <li>• Revision and editing after conferencing with the: <ul style="list-style-type: none"> <li>• teacher</li> <li>• editor</li> </ul> </li> <li>• Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback</li> <li>• Publish positive examples for: <ul style="list-style-type: none"> <li>• motivation</li> <li>• future models</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> <li>rhetorical devices</li> <li>figurative language</li> <li>imagery</li> <li>specific details</li> <li>vague diction for revision</li> <li>MLA formatting mistakes</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>Assessed using a common scoring guide: <ul style="list-style-type: none"> <li>Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>Choose an issue that you have strong feelings about, and write an essay arguing your position on this issue using the Rogerian technique for a nonthreatening argument. Your purpose is to convince your readers to take your argument seriously. Therefore, you will need to acknowledge readers’ opposing views as well as any objections or questions they might have.</li> <li>Choose a concept that interests you enough to study further. Write an essay explaining the concept. Consider carefully what your readers already know about the concept and how your essay will add to their knowledge.</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li><i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper</li> <li><a href="http://www.turnitin.com">www.turnitin.com</a></li> <li>Website: The Owl at Purdue</li> <li><i>MLA Handbook for Writers</i></li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li></li> </ul>



<b>Strand</b>	Writing Standards	
<b>Topic</b>	Production and Distribution of Writing	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</u></p> <p>S. 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"> <li>• <b>Develop and strengthen writing by drafting, editing, and revising</b></li> <li>• <b>Address specific purpose and audience</b></li> <li>• <b>Edit for standard English to demonstrate a command of usage</b></li> </ul>
<b>Alignments:</b> CCSS: 11-12.W.5 Performance: 2.2, 4.5 Knowledge: (CA) 4,6 NETS: 6a DOK: 3		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Use turnitin.com grammar check tool for revision</li> <li>• Read nonfiction models in the textbook before writing</li> <li>• Prewriting strategies such as:             <ul style="list-style-type: none"> <li>• webbing</li> <li>• clustering</li> <li>• outlining</li> </ul>             to prepare an essay           </li> <li>• Revision and editing after conferencing with the:             <ul style="list-style-type: none"> <li>• teacher</li> <li>• editor</li> </ul> </li> <li>• Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback</li> </ul>		

<ul style="list-style-type: none"> <li>• Publish positive examples for: <ul style="list-style-type: none"> <li>• motivation</li> <li>• future models</li> </ul> </li> <li>• Highlight with the purpose for revision noting a particular emphasis for assignment, such as: <ul style="list-style-type: none"> <li>• rhetorical devices</li> <li>• figurative language</li> <li>• imagery</li> <li>• specific details</li> <li>• vague diction for revision</li> <li>• MLA formatting mistakes</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide: <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Use the feed back from your peer editor and your grammar check from turnitin.com to revise errors in your essay for the final copy.</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper</li> <li>• <a href="http://www.turnitin.com">www.turnitin.com</a></li> <li>• Microsoft Word on laptops</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

<b>Strand</b>	Writing Standards	
<b>Topic</b>	Production and Distribution of Writing	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</u></p> <p>T. 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"> <li>• <b>Use technology, including the internet, to produce, publish, and update writing products in ongoing essays</b></li> <li>• <b>Respond to ongoing feedback by updating writing which may include adding new arguments or information</b></li> </ul>
<b>Alignments:</b> 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		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>• Revision and editing after conferencing with the:             <ul style="list-style-type: none"> <li>• teacher</li> <li>• editor</li> </ul> </li> <li>• Read-around groups (small groups reading peers' papers) to assess writing of class and give positive and critical feedback</li> <li>• Publish positive examples for:             <ul style="list-style-type: none"> <li>• motivation</li> <li>• future models</li> </ul> </li> <li>• Highlight with the purpose for revision noting a particular emphasis for assignment, such as:             <ul style="list-style-type: none"> <li>• rhetorical devices</li> <li>• figurative language</li> <li>• imagery</li> <li>• specific details</li> <li>• vague diction for revision</li> <li>• MLA formatting mistakes</li> </ul> </li> </ul>		

### **Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject
- turnitin.com – An internet program that:
  - determines whether plagiarism exists
  - aids students in:
    - revision
    - self-assessment
 and is used for every major essay

### **Sample Assessment Questions**

- Using your reports from turnitin.com, revise your essay for mistakes in the following areas: paraphrasing, summarizing, formatting, grammar, usage, and punctuation.

### **Instructional Resources/Tools**

- [www.turnitin.com](http://www.turnitin.com)
- [www.edmodo.com](http://www.edmodo.com)

### **Cross Curricular Connections**

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<b>Strand</b>	Writing Standards	
<b>Topic</b>	Research to Build and Present Knowledge	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p>Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p> <p>U. 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;"><b><u>Learning Targets</u></b></p> <p>7.</p> <ul style="list-style-type: none"> <li>• <b>Conduct short as well as more sustained research projects to answer a question or solve a problem</b></li> <li>• <b>Narrow or broaden the inquiry when appropriate</b></li> <li>• <b>Synthesize multiple sources on the subject</b></li> <li>• <b>Demonstrate understanding of the subject under investigation</b></li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Read nonfiction models in the textbook before writing</li> <li>• Prewriting strategies such as: <ul style="list-style-type: none"> <li>• webbing</li> <li>• clustering</li> <li>• outlining</li> </ul> to broaden or narrow essay topic</li> <li>• Revision and editing after conferencing with: <ul style="list-style-type: none"> <li>• teacher</li> <li>• editor</li> </ul> in order to narrow or broaden a topic</li> </ul>		

<ul style="list-style-type: none"> <li>• Publish positive examples for: <ul style="list-style-type: none"> <li>• motivation</li> <li>• future models</li> </ul> </li> <li>• 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</li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide: <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• Choose an issue that you have strong feelings about, and write an essay arguing your position on this issue using the Rogerian technique for a nonthreatening argument. Your purpose is to convince your readers to take your argument seriously. Therefore, you will need to acknowledge readers’ opposing views as well as any objections or questions they might have.</li> <li>• Research the myths of Pyramus and Thisbe, Theseus and Hippolyta, and Puck. Summarize your findings and apply to the study of the play by evaluating Shakespeare’s use of the myths.</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• Various databases supplied by the Library Media Center</li> <li>• Library</li> <li>• <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>• Social Studies: Myth and folklore</li> </ul>

Strand	Writing Standards	
Topic	Research to Build and Present Knowledge	
<p style="text-align: center;"><b><u>Standards</u></b></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>V. 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;"><b><u>Learning Targets</u></b></p> <p>8.</p> <ul style="list-style-type: none"> <li>• <b>Gather relevant information from multiple authoritative print and digital sources</b></li> <li>• <b>Use advanced searches effectively</b></li> <li>• <b>Assess the strength and limitations of each source in terms of the task, purpose, and audience</b></li> <li>• <b>Integrate information into the text selectively to maintain the flow of ideas</b></li> <li>• <b>Avoid plagiarism</b></li> <li>• <b>Avoid over-relying on any one source</b></li> <li>• <b>Follow standard MLA format</b></li> </ul>
<p><b>Alignments:</b>  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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Read nonfiction models in the textbook before writing</li> </ul>		

- Revision and editing after conferencing with:
  - teacher
  - editor
- Read-around groups (small groups reading peers' papers) to:
  - assess writing of class
  - 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:
    - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
    - Literary analysis based on research of critical analysis for the novel the student chooses
    - Concept essay – Research-based informational essay exploring a concept to add to the student's existing knowledge about the subject
  - turnitin.com – An internet program that:
    - determines whether plagiarism exists
    - aids students in:
      - revision
      - self-assessment
- and is used for every major essay



**Sample Assessment Questions**

- 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.
- Review your turnitin.com originality report to self-assess your mastery of avoiding plagiarism.

**Instructional Resources/Tools**

- Library
- Various databases
- Website: The Owl at Purdue
- *MLA Handbook for Writers*

**Cross Curricular Connections**

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Strand	Writing Standards	
Topic	Research to Build and Present Knowledge	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Draw evidence from literary or informational texts to support analysis, reflection, and research</u></p> <p>W. 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;"><b><u>Learning Targets</u></b></p> <p>9.</p> <ul style="list-style-type: none"> <li>• Draw evidence from literary or informational texts to support analysis, reflection, and research</li> <li>• Identify how two or more texts from the same period treat similar themes or topics</li> </ul>
<p><b>Alignments:</b>          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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Class discussion and graphic organizers to compare/contrast texts</li> <li>• Mark or flag text during reading for later discussion and analysis of topic</li> </ul>		

**Assessments/Evaluations**

- Research-based essays
- Final exam over literature

**Sample Assessment Questions**

- Which poem that we studied presents a contrast to the meaning and message of “Crossing the Bar”?
  - “To a Mouse”
  - “To a Louse”
  - “When you are Old”
  - “Do not go Gentle into that Good Night”

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

**Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject
- Final exam with timed elements

**Sample Assessment Question**

- Choose a concept that interests you enough to study further. Write an essay explaining the concept. Consider carefully what your readers already know about the concept and how your essay will add to their knowledge.
- In the next 25 minutes, write a summary of your entire novel for inclusion into your literary analysis essay.

**Instructional Resources/Tools**

- *Reading Critically, Writing Well* by Rise Axelrod and Charles R. Cooper
- [www.edmodo.com](http://www.edmodo.com)
- Microsoft Word on laptops

**Cross Curricular Connections**

- Students choose interdisciplinary concepts for position and concept essays based on their interests and future career path

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>Y. 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"> <li>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</li> <li>Work with peers to promote civil, democratic discussions and decision-making set clear goals and deadlines, and establish individual roles as needed</li> <li>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</li> <li>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</li> </ol>		<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li><b>Begin and participate in a variety of class discussions including one-on-one, in groups, and teacher-led</b></li> <li><b>Come to discussions prepared and present using evidence from texts that clearly shows thoughtful preparation and promotes an exchange of ideas</b></li> <li><b>Work together establishing individual roles and goals to respectfully exchange ideas and follow a timeline</b></li> <li><b>Facilitate conversations by both voicing reasoning and evidence and listening and responding to others' conclusions and opinions</b></li> <li><b>Respond thoughtfully to the perspectives of others looking at all sides of an issue and finally determine what additional research is needed</b></li> </ul> </li> </ol>

**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**

- Scored discussions over:
  - fiction
  - nonfiction

**Sample Assessment Questions**

- In groups of four, paraphrase and analyze a sonnet. Then, teach your sonnet to the class. Be prepared for questions from the class.

**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](http://www.edmodo.com)

**Cross Curricular Connections**

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<b>Strand</b>	Speaking and Listening Standards	
<b>Topic</b>	Comprehension and Collaboration	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</u></p> <p>Z01. 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</p>		<p>2.</p> <ul style="list-style-type: none"> <li>Evaluate and use different forms of media to make informed decisions, solve problems, and determine if the source is credible</li> </ul>
<b>Alignments:</b> CCSS: 11-12.SL.2 Performance: 1.7, 3.5 Knowledge: (CA) 3,5 NETS: 1a,b; 3 DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Annotated bibliography including an evaluation of media</li> <li>Defend integration of media source in a research essay (position, concept and literary)</li> <li>Brainstorm ideas and view previous presentations of autobiographical essay presentations to best determine ways to incorporate media into a student's presentation</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Assessed using a common scoring guide:             <ul style="list-style-type: none"> <li>Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>Concept essay – Research-based informational essay exploring a concept to add to the student's existing knowledge about the subject</li> </ul> </li> </ul>		



**Sample Assessment Questions**

- Present the infographic your created over a concept to the class. Be sure to persuade the class that the information you present is relevant, credible, and correct.

**Instructional Resources/Tools**

- Library Media Center:
  - databases
  - periodicals
  - books
- Pictochart.com

**Cross Curricular Connections**

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<b>Strand</b>	Speaking and Listening Standards	
<b>Topic</b>	Comprehension and Collaboration	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</u></p> <p>Z02. 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"> <li>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</li> </ul>
<b>Alignments:</b> CCSS: 11-12.SL.3 Performance: 1.5 Knowledge: (CA) 5 NETS: N/A DOK: 4		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Model examples of expectations for evaluation of presentations before presentations begin</li> <li>Set up two examples of speakers:             <ul style="list-style-type: none"> <li>one effective</li> <li>one mediocre</li> </ul> </li> </ul> <p>and have students discuss, as a class, how to appropriately evaluate the speaker</p>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously – assessed using a common scoring guide</li> </ul>		
<b><u>Sample Assessment Questions</u></b>		
<ul style="list-style-type: none"> <li>After watching student presentations, assess the strengths and weaknesses in reasoning and argumentation as well as the speaker's tone and word choice of three presentations. Choose one you feel excels, one that is mediocre, and one that is lacking in critical areas.</li> </ul>		

**Instructional Resources/Tools**

- Ted Talks (website/app)
- Video camera (iPad or library)

**Cross Curricular Connections**

- Student presentations are on various interdisciplinary topics

Strand	Speaking and Listening Standards	
Topic	Presentation of Knowledge and Ideas	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>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</u></p> <p>Z03. 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;"><b><u>Learning Targets</u></b></p> <p>4.</p> <ul style="list-style-type: none"> <li>• <b>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</b></li> </ul>
<p><b>Alignments:</b>          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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Model scored discussions using videos of previous discussions</li> <li>• Brainstorm ideas and view previous presentations to best determine ways to incorporate media into a student's presentation</li> </ul>		
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Autobiographical essay presentation – assessed using a common scoring guide</li> <li>• Collaborative group presentation</li> <li>• Scored discussions</li> <li>• Socratic seminars</li> </ul>		

**Sample Assessment Questions**

- Present the infographic you created over a concept to the class. Be sure to persuade the class that the information you present is relevant, credible, and correct.

**Instructional Resources/Tools**

- Video camera (iPad or library)
- [www.piktochart.com](http://www.piktochart.com)
- [www.prezi.com](http://www.prezi.com)
- Microsoft PowerPoint

**Cross Curricular Connections**

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Strand	Language Standards	
Topic	Conventions of Standard English	
<p style="text-align: center;"><b><u>Standards</u></b></p> <p><u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</u></p> <p>Z04. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <ol style="list-style-type: none"> <li>a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested</li> <li>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</li> </ol>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <ol style="list-style-type: none"> <li>1. <ul style="list-style-type: none"> <li>• Demonstrate proper usage of standard English grammar and usage in writing and speaking</li> <li>• Understand that usage rules change over time and are contested</li> </ul> </li> </ol>
<p><b>Alignments:</b>  CCSS: 11-12.L.1a,b  Performance: 2.2  Knowledge: (CA) 1  NETS: 5b; 6a,b  DOK: 2</p>		
<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Use interactive exercises found: <ul style="list-style-type: none"> <li>• on the Internet</li> <li>• in other programs</li> </ul> to target weak skills on an individual student basis</li> <li>• As weaknesses are discovered, targeted mini-lessons should be implemented to help student progress</li> <li>• Discussion of contested usage such as: <ul style="list-style-type: none"> <li>• sexist language</li> <li>• commas in a series</li> <li>• apostrophe rules</li> </ul> </li> <li>• Use turnitin.com grammar check for revision of papers</li> </ul>		

### **Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject

### **Sample Assessment Questions**

- Based on your errors in grammar and usage in your last essay, find interactive exercises on the internet or in print form and complete them before your next essay.

### **Instructional Resources/Tools**

- [www.turnitin.com](http://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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<b>Strand</b>	Language Standards	
<b>Topic</b>	Conventions of Standard English	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</u></p> <p>Z05. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <ol style="list-style-type: none"> <li>Observe hyphenation conventions</li> <li>Spell correctly</li> </ol>		<p>2.</p> <ul style="list-style-type: none"> <li><b>Write using standard English capitalization, punctuation, and spelling with specific emphasis on hyphenation and spelling</b></li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.L.2          Performance: 2.2          Knowledge: (CA) 1          NETS: 1c; 6b          DOK: 2</p>		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Use interactive exercises found:             <ul style="list-style-type: none"> <li>on the Internet</li> <li>in other programs</li> </ul>             to target weak skills on an individual student basis           </li> <li>As weaknesses are discovered, targeted mini-lessons should be implemented to help student progress</li> <li>Use turnitin.com grammar check for revision of papers</li> </ul>		



### **Assessments/Evaluations**

- Assessed using a common scoring guide:
  - Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously
  - Literary analysis based on research of critical analysis for the novel the student chooses
  - Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject

### **Sample Assessment Questions**

- Based on your errors in capitalization, punctuation, and spelling in your last essay, find interactive exercises on the internet or in print form and complete them before your next essay.

### **Instructional Resources/Tools**

- [www.turnitin.com](http://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;"><b><u>Standards</u></b></p> <p><u>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</u></p> <p>Z06. 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;"><b><u>Learning Targets</u></b></p> <p>3.</p> <ul style="list-style-type: none"> <li>• <b>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</b></li> <li>• <b>Apply their knowledge of language to make effective choices for meaning and style in their writing including varying sentence structure for effect</b></li> </ul>
<p><b>Alignments:</b>            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;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Guided reading questions specific to difficult or stylistically significant passages in literature such as:               <ul style="list-style-type: none"> <li>• <i>Macbeth</i></li> <li>• English Romantic poetry</li> </ul> </li> <li>• Mark and annotate text during reading, resulting in:               <ul style="list-style-type: none"> <li>• collaborative</li> <li>• whole-class</li> </ul>               discussion over:               <ul style="list-style-type: none"> <li>• language</li> <li>• syntax</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>• Revision of essays with emphasis on:             <ul style="list-style-type: none"> <li>• maintaining an effective style</li> <li>• clarifying meaning while using complex language</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Assessed using a common scoring guide:             <ul style="list-style-type: none"> <li>• Position essay – Research-based persuasive research paper with counter-argument arguing the position on a specific issue to convince the audience to take the argument seriously</li> <li>• Literary analysis based on research of critical analysis for the novel the student chooses</li> <li>• Concept essay – Research-based informational essay exploring a concept to add to the student’s existing knowledge about the subject</li> </ul> </li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• How does the language of the nobles differ from that of the artisans?             <ol style="list-style-type: none"> <li>a. Only the nobles speak clearly and without figurative language.</li> <li>b. Only the artisans speak clearly and without figurative language.</li> <li>c. The nobles speak in prose while the artisans speak in blank or rhyming verse.</li> <li>d. The artisans speak in prose while the nobles speak in blank or rhyming verse</li> </ol> </li> <li>• Titania and Oberon’s quarrel has an effect on nature. Which of the following best illustrates the effect it has had?             <ol style="list-style-type: none"> <li>a. “When I a fat and bean-fed horse beguile,/Neighing in the likeness of a filly foal;/And sometimes lurk in a gossip’s bowl”</li> <li>b. “If you will patiently dance in our round/And see our moonlight revels, go with us.”</li> <li>c. “And thorough this distemperature we see/The seasons alter: hoary headed frosts/Fall in the fresh lap of the crimson rose”</li> <li>d. “Sweet friends, to bed./A fortnight hold we this solemnity,/In nightly revels and new jollity.”</li> </ol> </li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• <i>Reading Critically, Writing Well</i> by Rise Axelrod and Charles R. Cooper</li> <li>• <i>British Literature</i> textbook by McDougal-Littell</li> <li>• Bloom’s Literature</li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>

Strand	Language Standards	
Topic	Vocabulary Acquisition and Use	
<p style="text-align: center;"><b><u>Standards</u></b></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>Z07. 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"> <li>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</li> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>)</li> <li>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</li> <li>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)</li> </ol>		<p style="text-align: center;"><b><u>Learning Targets</u></b></p> <p>4.</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.L.4a-d          Performance: 1.1, 1.4, 3.2          Knowledge: (CA) 3          NETS: 6a,b          DOK: 2</p>		

<p style="text-align: center;"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Annotate text for unknown words for evaluating meaning using:             <ul style="list-style-type: none"> <li>• resources</li> <li>• context clues</li> </ul> </li> <li>• Guided reading questions over:             <ul style="list-style-type: none"> <li>• poems</li> <li>• short stories</li> </ul>             focusing on difficult vocabulary           </li> </ul>
<p style="text-align: center;"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>• Scored discussions</li> <li>• Essays over literature</li> <li>• Paraphrasing in research-based papers</li> <li>• Exams over literature</li> </ul>
<p style="text-align: center;"><b><u>Sample Assessment Questions</u></b></p> <ul style="list-style-type: none"> <li>• “Instead of reasonable inducements, instead of natural impulses arising from character and circumstance, caprice is master here.” G.G. Gervinus Define caprice</li> <li>• What does the word “wyrd” mean in Old English? How does this meaning surface in <i>Macbeth</i> when readers are introduced to the three Weird Sisters? What does the word “weird” mean today?</li> </ul>
<p style="text-align: center;"><b><u>Instructional Resources/Tools</u></b></p> <ul style="list-style-type: none"> <li>• <i>British Literature</i> textbook by McDougal-Littell</li> <li>• Dictionaries</li> <li>• Thesaurus</li> <li>• <a href="http://www.dictionary.com">www.dictionary.com</a></li> </ul>
<p style="text-align: center;"><b><u>Cross Curricular Connections</u></b></p> <ul style="list-style-type: none"> <li>• </li> </ul>

<b>Strand</b>	Language Standards	
<b>Topic</b>	Vocabulary Acquisition and Use	
<b><u>Standards</u></b>		<b><u>Learning Targets</u></b>
<p><u>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</u></p> <p>Z08. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text</li> <li>Analyze nuances in the meaning of words with similar denotations</li> </ol>		<p>5.</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of word relationships (analogies) and connotations of words</li> <li>Interpret figures of speech such as hyperbole and paradox and analyze their role in a text</li> </ul>
<p><b>Alignments:</b>          CCSS: 11-12.L.5a,b          Performance: 1.5          Knowledge: (CA) 2,3          NETS: N/A          DOK: 4</p>		
<b><u>Instructional Strategies</u></b>		
<ul style="list-style-type: none"> <li>Guided reading questions focusing on:             <ul style="list-style-type: none"> <li>connotations of words</li> <li>figures of speech</li> <li>analogies</li> </ul> </li> <li>During reading, choose a quote for an in-depth quote study</li> </ul>		
<b><u>Assessments/Evaluations</u></b>		
<ul style="list-style-type: none"> <li>Poetry and short story:             <ul style="list-style-type: none"> <li>analysis</li> <li>quizzes</li> </ul> </li> <li>All essays</li> <li>Scored discussions over literature</li> <li>Quote studies</li> </ul>		

**Sample Assessment Questions**

- John Donne's "Mediation 17" uses a variety of \_\_\_\_\_ to further his point about human connection.
  - Similes
  - Conceits
  - Paradoxes
  - Hyperbole

**Instructional Resources/Tools**

- McDougall-Littell British Literature

**Cross Curricular Connections**

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<b>Strand</b>	Language Standards	
<b>Topic</b>	Vocabulary Acquisition and Use	
<p align="center"><b><u>Standards</u></b></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>Z09. 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 align="center"><b><u>Learning Targets</u></b></p> <p>6.</p> <ul style="list-style-type: none"> <li>Demonstrate knowledge of how to acquire and use vocabulary on both academic and career-specific levels</li> </ul>
<p><b>Alignments:</b>            CCSS: 11-12.L.6            Performance: 2.2, 3.3            Knowledge: (CA) 1-3            NETS: N/A            DOK: 4</p>		
<p align="center"><b><u>Instructional Strategies</u></b></p> <ul style="list-style-type: none"> <li>Revision of essays by highlighting vague or non-specific diction</li> <li>Model ways to choose better diction in a paper by using resources available</li> <li>During reading, note unknown words that are crucial to meaning to be defined through further research</li> </ul>		
<p align="center"><b><u>Assessments/Evaluations</u></b></p> <ul style="list-style-type: none"> <li>When composing all essays, part of the students' assessment is to use proper and sophisticated diction based on purpose and audience for the essay</li> <li>Annotated bibliography</li> </ul>		



**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](http://www.dictionary.com)

**Cross Curricular Connections**

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