

Southern York County School District Instructional Plan

Course/Subject: English Language Arts

Grade Level: 11

Textbook(s)/Instructional Materials Used:

- *Elements of Literature* 5th course; Holt, Rinehart and Winston, Inc.; ISBN: 0030759420
- *The Great Gatsby* by F. Scott Fitzgerald; Penguin Books; ISBN: 0020198817

Dates: August – Mid-October

Unit Plan: Illusions and Visions or the Anti-Hero:
Loss of the Heroic

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11-12.A

Key Ideas and Details – Main Idea

Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C

Key Ideas and Details Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E

Craft and Structure

Text Structure

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

CC.1.2.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G

Integration of Knowledge and Ideas

Diverse Media

Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H

Integration of Knowledge and Ideas

Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I

Integration of Knowledge and Ideas

Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.A

Key Ideas and Details Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E

Craft and Structure

Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G

Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to lengthen the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify their relationships between claim(s) and reasons, between reasons and evidence,

and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

<p>Purpose, Audience and Task Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11-12.E Presentation of Knowledge and Ideas Context Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11-12.F Integration of Knowledge and Ideas Multimedia Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Conventions of standard English Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.</p>	
<p>Understanding(s): <i>Students will understand</i></p> <ol style="list-style-type: none"> 1. <i>Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively.</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G) 2. <i>An author's point of view or purpose shapes the content and style of a text.</i> (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K) 3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.N, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X) 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ▪ <i>How do I effectively communicate my ideas verbally?</i> (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G) ▪ <i>How can the reader know what an author means?</i> (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K) ▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.N, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Importance of details and text support in compositions ▪ Importance of analyzing two or more central ideas of a text ▪ Importance of using precise language and establishing a formal style when writing and speaking 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write a coherent essay using textual evidence ▪ Provide an objective summary of the text ▪ Write and speak with an awareness of stylistic compositions and grade level appropriate grammar

Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11-12.A

Key Ideas and Details – Main Idea

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CC.1.2.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C

Key Ideas and Details Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E

Craft and Structure

Text Structure

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

CC.1.2.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G

Integration of Knowledge and Ideas

Diverse Media

Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H

Integration of Knowledge and Ideas

Evaluating Arguments

Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I

Integration of Knowledge and Ideas

Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

Key Ideas and Details Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E

Craft and Structure

Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G

Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify they relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the

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

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

<p>Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.</p> <p>CC.1.5.11-12.G Conventions of Standard English Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.</p>	
<p>Understanding(s): <i>Students will understand...</i></p> <ol style="list-style-type: none"> <i>An author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</i> <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</i> 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <i>How can the reader know what an author means? (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</i> <i>How do I effectively communicate my ideas in writing? (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X, CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)</i>
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> Importance of details and text support in compositions Importance of analyzing two or more central ideas of a text Importance of using precise language and establishing a formal style when writing Importance of historical and literary texts 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Write a coherent essay using textual evidence Provide an objective summary of the text Write with an awareness of the stylistic aspects of a composition Analyze foundational U.S. documents of historical, political, and literary significance for their themes, purposes, and rhetorical figures
<p>Dates: Mid-January – Mid-February</p>	<p>Unit Plan: Freedom versus Bondage</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.A Key Ideas and Details – Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Key Ideas and Details Text Analysis</p>	

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C

Key Ideas and Details Text Analysis

Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E

Craft and Structure

Text Structure

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

CC.1.2.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.I

Integration of Knowledge and Ideas

Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

Key Ideas and Details Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E**Craft and Structure****Text Structure**

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F**Craft and Structure Vocabulary**

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.H**Integration of Knowledge and Ideas**

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I**Vocabulary Acquisition and Use**

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J**Vocabulary Acquisition and Use**

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.

CC.1.3.11-12.K**Range of reading**

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B**Informative/ Explanatory focus**

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C**Informative/ Explanatory Content**

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D**Informative/ Explanatory Organization**

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E**Informative/ Explanatory Style**

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F**Informative/ Explanatory Conventions of Language**

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify they relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

**Comprehension and Collaboration
Collaboration Discussion**

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

**Comprehension and Collaboration
Critical Listening**

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

**Comprehension and Collaboration
Evaluating Information**

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

**Presentation of Knowledge and Ideas
Purpose, Audience and Task**

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

**Presentation of Knowledge and Ideas
Context**

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

**Integration of Knowledge and Ideas
Multimedia**

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
2. *An author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*

Essential Question(s):

- *How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
- *How can the reader know what an author means? (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*

<p>12.F, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</p> <p>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1</p>	<ul style="list-style-type: none"> ▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.X)
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Importance of details and text support in compositions ▪ Importance of analyzing two or more central ideas of a text ▪ Importance of using precise language and establishing a formal style when writing and speaking 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write a coherent essay using textual evidence ▪ Provide an objective summary of the text ▪ Write and speak with an awareness of stylistic compositions and grade level appropriate grammar
<p>Dates: February – March</p>	<p>Unit Plan: The Journey and Quest</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.A Key Ideas and Details – Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Key Ideas and Details – Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C Key Ideas and Details – Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.</p> <p>CC.1.2.11-12.D Craft and Structure – Point of View Evaluate how an author’s point of view or purpose shapes the context and style of a text.</p> <p>CC.1.2.11-12.E Craft and Structure – Text Structure Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11-12.F Craft and Structure – Vocabulary Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.11-12.G Integration of Knowledge and Ideas Diverse Media Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.2.11-12.H Integration of Knowledge and Ideas Evaluating Arguments Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.2.11-12.I Integration of Knowledge and Ideas – Analysis Across Text</p>	

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify they relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11-12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11-12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.1.4.11-12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing.

Use parallel structure.

Use various types of phrases and clauses to convey specific meanings and add variety and interest.

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

CC.1.4.11-12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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 task, purpose, and

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

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
2. *An author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H,*

Essential Question(s):

- *How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
- *How can the reader know what an author means? (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-*

<p>CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</p> <p>3. <i>Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately.</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)</p>	<p>12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)</p> <ul style="list-style-type: none"> ▪ <i>How do I effectively communicate my ideas in writing?</i> (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)
<p>Learning Objectives: Students will know...</p> <ul style="list-style-type: none"> ▪ Importance of details and text support in compositions ▪ Importance of analyzing two or more central ideas of a text ▪ Importance of using precise language and establishing a formal style when writing and speaking 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Write a coherent essay using textual evidence ▪ Provide an objective summary of the text ▪ Write and speak with an awareness of stylistic compositions and grade level appropriate grammar
<p>Dates: Mid-March – April</p>	<p>Unit Plan: The Destruction of Innocence</p>
<p>Stage 1 – Desired Results</p>	
<p>PA Core State Assessments/Standards:</p> <p>CC.1.2.11-12.A Key Ideas and Details – Main Idea Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11-12.B Key Ideas and Details Text Analysis Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11-12.C Key Ideas and Details Text Analysis Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.</p> <p>CC.1.2.11-12.D Craft and Structure Point of View Evaluate how an author’s point of view or purpose shapes the context and style of a text.</p> <p>CC.1.2.11-12.E Craft and Structure Text Structure</p>	

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

CC.1.2.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.I

Integration of Knowledge and Ideas

Analysis Across Text

Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J

Vocabulary Acquisition and Use

Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.2.11-12.L

Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11-12.A

Key Ideas and Details Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B

Key Ideas and Details

Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C

Key Ideas and Details

Literary Elements

Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D

Craft and Structure

Point of View

Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E

Craft and Structure

Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F

Craft and Structure Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.H

Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J

Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K

Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to lengthen the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify their relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

1. *Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
2. *An author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*
3. *Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)*

Essential Question(s):

- *How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
- *How can the reader know what an author means? (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.2.11-12.L, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*
- *How do I effectively communicate my ideas in writing? (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.V, CC.1.4.11-12.W, CC.1.4.11-12.X)*

<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Importance of character’s motivation as it correlates with his/her actions ▪ Importance of mood, tone, and theme in a literary work ▪ Importance of details and text support in compositions ▪ Importance of analyzing two or more central ideas of a text 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Analyze character’s motivation and significance to plot events ▪ Identify the mood and tone of a work and create thematic statements ▪ Write a coherent essay using textual evidence ▪ Provide an objective summary of the text
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<p>Dates: Mid-April - June</p>	<p>Unit Plan: Love and Loss</p>
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Stage 1 – Desired Results

PA Core State Assessments/Standards:

CC.1.2.11-12.A Key Ideas and Details – Main Idea
Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11-12.B Key Ideas and Details – Text Analysis
Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.2.11-12.C Key Ideas and Details – Text Analysis
Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.

CC.1.2.11-12.D Craft and Structure – Point of View
Evaluate how an author’s point of view or purpose shapes the context and style of a text.

CC.1.2.11-12.E Craft and Structure – Text Structure
Analyze and evaluate the effectiveness of the structure an author uses in his/her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

CC.1.2.11-12.F Craft and Structure – Vocabulary
Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11-12.G
Integration of Knowledge and Ideas
Diverse Media
Integrate and evaluate multiple sources of information presented in different medias or formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

CC.1.2.11-12.H
Integration of Knowledge and Ideas
Evaluating Arguments
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11-12.I Integration of Knowledge and Ideas – Analysis Across Text
Analyze foundational US and World documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11-12.J Vocabulary Acquisition and Use
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college-career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11-12.K
Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.A

Key Ideas and Details – Theme

Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of themes; provide an objective summary of the text.

CC.1.3.11-12.B Key Ideas and Details—Text Analysis

Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as the inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11-12.C Key Ideas and Details—Literary Elements

Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11-12.D Craft and Structure – Point of View

Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11-12.E Craft and Structure – Text Structure

Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of texts relate to each other and the whole.

CC.1.3.11-12.F Craft and Structure – Vocabulary

Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11-12.G Integration of Knowledge and Ideas

Sources of Information

Analyze multiple interpretations of a story, drama, or poem (recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.

CC.1.3.11-12.H Integration of Knowledge and Ideas

Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11-12.I Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade level reading and content, choosing flexibility from a range of strategies and tools.

CC.1.3.11-12.J Vocabulary Acquisition and Use

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.

CC.1.3.11-12.K Range of reading

Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11-12.A Informative/ Explanatory

Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11-12.B

Informative/ Explanatory focus

Write with sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11-12.C

Informative/ Explanatory Content

Develop and analyze a topic thoroughly by selecting the most significant and relevant facts, extend the definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11-12.D

Informative/ Explanatory Organization

Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to length the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11-12.E

Informative/ Explanatory Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain – specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.F

Informative/ Explanatory Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.G

Opinion/ Argumentative

Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11-12.H

Opinion/ Argumentative Focus

Write with a sharp, distinct focus identifying the topic, task, and audience. Introduce the precise, knowledgeable claim.

CC.1.4.11-12.I

Opinion/ Argumentative

Content

Distinguish the claim (s) from alternate or opposing claims; 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.

CC.1.4.11-12.J

Opinion /Argumentative Organization

Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify their relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11-12.K

Opinion/ Argumentative Style

Write with an awareness of the stylistic aspects of composition. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.11-12.L

Opinion/ Argumentative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.M

Narrative

Write narratives to develop real or imagined experiences or events.

CC.1.4.11-12.N

Narrative Focus

Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.11-12.O

Narrative Content

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

CC.1.4.11-12.P

Narrative Organization

Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.11-12.Q

Narrative Style

Write with an awareness of the stylistic aspects of writing.

Use parallel structure.

Use various types of phrases and clauses to convey specific meanings and add variety and interest.

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

CC.1.4.11-12.R

Narrative Conventions of Language

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11-12.S

Responses to Literature

Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11-12T

Production and Distribution of Writing / Writing Process

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.

CC.1.4.11-12.U

Technology and Publication

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

CC.1.4.11-12.V

Conducting Research

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.

CC.1.4.11-12.W

Credibility, Reliability, and Validity of Sources

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

CC.1.4.11-12.X

Range of Writing

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 discipline – specific tasks, purposes, and audiences.

CC.1.5.11-12.A

Comprehension and Collaboration

Collaboration Discussion

Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11-12.B

Comprehension and Collaboration

Critical Listening

Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11-12.C

Comprehension and Collaboration

Evaluating Information

Integrate multiple sources of information presented in diverse formats and media (visually, quantitative, 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.

CC.1.5.11-12.D

Presentation of Knowledge and Ideas

Purpose, Audience and Task

Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11-12.E

Presentation of Knowledge and Ideas

Context

Adapt speech to a variety of contexts and tasks.

CC.1.5.11-12.F

Integration of Knowledge and Ideas

Multimedia

Make strategic use of digital media in presentations to add interest and enhance understandings of findings, reasoning, and evidence.

CC.1.5.11-12.G

Conventions of Standard English

Demonstrate the command of the conventions of standard English when speaking based on grades 11-12 level and content.

Understanding(s):

Students will understand...

- 1. Effective collaboration consists of building upon others' ideas and expressing their own clearly and persuasively. (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
- 2. An author's point of view or purpose shapes the content and style of a text. (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*
- 3. Effective compositions examine and convey complex ideas, concepts, and information clearly and accurately. (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-*

Essential Question(s):

- How do I effectively communicate my ideas verbally? (CC.1.5.11-12.A, CC.1.5.11-12.B, CC.1.5.11-12.C, CC.1.5.11-12.D, CC.1.5.11-12.E, CC.1.5.11-12.F, CC.1.5.11-12.G)*
- How can the reader know what an author means? (CC.1.2.11-12.A, CC.1.2.11-12.B, CC.1.2.11-12.C, CC.1.2.11-12.D, CC.1.2.11-12.E, CC.1.2.11-12.F, CC.1.2.11-12.G, CC.1.2.11-12.H, CC.1.2.11-12.I, CC.1.2.11-12.J, CC.1.2.11-12.K, CC.1.3.11-12.A, CC.1.3.11-12.B, CC.1.3.11-12.C, CC.1.3.11-12.D, CC.1.3.11-12.E, CC.1.3.11-12.F, CC.1.3.11-12.G, CC.1.3.11-12.H, CC.1.3.11-12.I, CC.1.3.11-12.J, and CC.1.3.11-12.K)*
- How do I effectively communicate my ideas in writing? (CC.1.4.11-12.A, CC.1.4.11-12.B, CC.1.4.11-12.C, CC.1.4.11-12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12.H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-*

<p>12.D, CC.1.4.11-12.E, CC.1.4.11-12.F, CC.1.4.11-12.G, CC.1.4.11-12H, CC.1.4.11-12.I, CC.1.4.11-12.J, CC.1.4.11-12.K, CC.1.4.11-12.L, CC.1.4.11-12.M, CC.1.4.11-12.N, CC.1.4.11-12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.X)</p>	<p>12.O, CC.1.4.11-12.P, CC.1.4.11-12.Q, CC.1.4.11-12.R, CC.1.4.11-12.S, CC.1.4.11-12.T, CC.1.4.11-12.U, CC.1.4.11-12.V, CC.1.4.11-12.X)</p>
<p>Learning Objectives: <i>Students will know...</i></p> <ul style="list-style-type: none"> ▪ Importance of details and text support in compositions ▪ Importance of analyzing two or more central ideas of a text ▪ Importance of using precise language and establishing a formal style when writing and speaking 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> ▪ Write a coherent essay using textual evidence ▪ Provide an objective summary of the text ▪ Write and speak with an awareness of stylistic compositions and grade level appropriate grammar