

Curricular Framework English Language Arts

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> • Informative and explanatory writing • Research writing • Routine writing 	Task Type: <ul style="list-style-type: none"> • Conduct discussions • Report findings 	Skill Focus: <ul style="list-style-type: none"> • Study and apply grammar • Study and apply vocabulary
<u>Unit 2</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> • At least one extended text • 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> • Argumentative writing • Research writing 	Task Type: <ul style="list-style-type: none"> • Conduct discussions • Report findings 	Skill Focus: <ul style="list-style-type: none"> • Study and apply grammar

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		<ul style="list-style-type: none"> Routine writing 		<ul style="list-style-type: none"> Study and apply vocabulary
Unit 3	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.7 RI.9-10.9 RL.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Research writing Routine writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Unit 4	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RL.9-10.9 RI.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6

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Overview	Reading	Writing	Speaking and Listening	Language
	RL.9-10.10 RI.9-10.10			
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> Research writing Routine writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> Close Reading Informational Text. "Up From Slavery" (Chapter 1) 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York Analyzing Famous Speeches as Arguments Analyzing Character Development in Three Short Stories About Women Grade 9 and 10 Common Core Text Exemplars EBSCOHOST- High Schools Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods. Grades 9-12 Model Lessons Planning to Assess. How to Align Your Instruction Close Reading of Literary Texts 	Writing & Language <ul style="list-style-type: none"> Writing Explanatory Text in Response to President Lincoln's Second Inaugural Address Writing an Argumentative Essay About the First Chapter of "Up From Slavery" Developing Persuasive Arguments Through Ethical Inquiry. Two Pre-Writing Strategies Spend a Day in My Shoes. Exploring the Role of Perspective in Narrative PARCC Scoring Rubric for Prose Constructed Response Items Purdue Online Writing Lab Vocabulary Paint Chips Vocabulary Graphic Organizer ELA Grade 9 Language Conventions The Passion of Punctuation 	Speaking & Listening <ul style="list-style-type: none"> ELA Grade 9 Speaking & Listening Conver-Stations. A Discussion Strategy Using Debate to Develop Thinking and Speaking Analyzing Famous Speeches as Arguments For Arguments Sake. Playing "Devil's Advocate" with Non Fiction Texts The Pros and Cons of Discussion Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods. Grades 9-12 Model Lessons Literacy TA 	Critical Thinking <ul style="list-style-type: none"> Blogtopia. Blogging About Your Own Utopia Teaching Channel Presents. Inquiry-Based Teaching Inquiry Graphic Organizer Review Redux. Introducing Literary Criticism Through Reception Moments Assessing Cultural Relevance. Exploring Personal Connections to a Text Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods. Grades 9-12 Model Lessons

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Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> UDL Resources 	<ul style="list-style-type: none"> Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods. Grades 9-12 Model Lessons 		<ul style="list-style-type: none"> How to Encourage Higher Order Thinking Bloom's Taxonomy & Depth of Knowledge

Unit 1 Grade 9				
Unit 1 -Reading Standards		Unit 1 Reading Critical Knowledge and Skills		
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text 		<p>Suggested: Summer Reading Choice Book Other texts from anthology</p> <p>Suggested Texts: “The Most Dangerous Game” “The Necklace”</p>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Determine a theme and central idea Analyze how details develop the theme/central idea Make inferences using explicit and implicit text evidence Use the text to draw conclusions about the theme/central idea Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened by key details Provide an objective summary of the text 		<p>Suggested: Summer Reading Choice Book Other texts from anthology</p> <p>Suggested Texts: “The Most Dangerous Game” “The Necklace”</p>

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RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> Identify the details that develop characters as dynamic or complex versus static or flat Identify multiple/conflicting character motivations Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events on plot development 	Suggested: Summer Reading Choice Book Other texts from anthology Suggested Texts: “The Most Dangerous Game” “The Necklace”
		RI.9-10.3: <ul style="list-style-type: none"> Identify a series of ideas or events that are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Understand the relationship between a series of ideas or events Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	Suggested: Summer Reading Choice Book Other texts from anthology Suggested Texts: “The Most Dangerous Game” “The Necklace”
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Identify key words and determine figurative meaning Identify key words and determine connotative meaning Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) Determine formal vs. informal tone Identify cumulative impact of word choice on meaning and tone 	Suggested Texts: “The Most Dangerous Game” “The Necklace”
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices	RL.9-10.6: <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature Analyze how a particular point of view or cultural experience is reflected in a text 	

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	to advance that point of view or purpose.	RI.9-10.6: <ul style="list-style-type: none">Identify rhetorical devices and text structures that may develop the purpose of pieceDetermine the author’s overall purposeAnalyze how an author uses various rhetorical strategies to advance the purpose	Suggested: “La Puerta” by Jose Antonio Burcisa
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills	
W.9-10.2. 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. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		<ul style="list-style-type: none">Use relevant and sufficient facts, definitions, details, and quotesUse sources that are appropriate to task, audience, and purposeSelect precise words and domain-specific vocabularyIntroduce a topic arranging ideas, concepts, and information to show interrelationshipsFormat effectivelyDevelop a topicOrganize graphicsProvide multimedia when usefulUse transitions to link together the major sections of the textWrite a concluding statement that supports the information presentedEstablish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)Decide what organization is most effective for purpose, audience, and taskDetermine how many facts, definitions, details, quotations and other information are needed	Suggested: Presentations for summer reading or Other topics from the curriculum.
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,		<ul style="list-style-type: none">Identify writing task type and its organizational structureIdentify and understand the writing purposeDetermine and address the audience appropriately	Suggested: Presentations for summer reading or Other topics from the curriculum.

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purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> Understand and utilize appropriate style 	Variety of essays using Summer Reading and/or selections from Curriculum
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> Develop and use appropriate planning templates Understand and utilize revision techniques Understand writing as a process Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	Suggested: Essays and Constructed response to a topic such as the use of foreshadowing in “The Most Dangerous Game”
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> Use technology proficiently for production, publication, and collaboration Choose and evaluate appropriate platform Link and cite sources Create shared writing products 	Suggested: Type and share constructed response
W.9-10.7.(Choice) 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.	<ul style="list-style-type: none"> Conduct short and more sustained research projects Conduct research drawing on multiple sources Understand steps of an investigation Develop an inquiry question Refocus inquiry/generate additional questions when appropriate Know how to broaden or narrow an inquiry Synthesize and summarize information 	Suggested Activity/ Topic: Scavenger Hunt: Big Game Hunting “Most Dangerous Game”
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> Gather print and digital information Assess credibility and accuracy of sources Assess whether information from reliable and authoritative sources is relevant Utilize quotes within writing to further claims Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	Suggested Activity/ Topic: Scavenger Hunt Big Game Hunting “Most Dangerous Game”
W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research. W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]"). W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research 	Suggested: Write a variety of pieces that synthesize information for “The Most Dangerous Game”

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argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B.Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C.Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion 	<p>Suggested: Ongoing activities beginning with Summer Reading discussion</p>

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SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> Listen to and evaluate multiple sources of information in diverse formats and media Evaluate the credibility and accuracy of each source 	Suggested Topic: Various presentations concerning big Game hunting
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	<ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker's reasoning is misleading Move from passive listener to active participant Use text/source to show fallibility in speaker's reasoning 	Suggested Topic: Various presentations concerning big Game hunting
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation 	Suggested Topic: Various presentations concerning big Game hunting Ongoing activities beginning with Summer Reading discussion
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested Topic: Various presentations concerning big Game hunting Ongoing activities beginning with Summer Reading discussion
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively Understand the differences between a phrase and a clause Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: ongoing review of sentence structure and punctuation
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions 	Suggested: ongoing review of sentence structure and punctuation

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<p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>		
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	<p>Suggested: Ongoing discussions and review of Diction and style</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use context clues to derive word meaning (connotation, denotation, word function and position) • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words 	<p>Suggested: Vocabulary in context from reading Selections.</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Review of figurative language and Domain specific words</p>

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L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.		
L.9-10.6. Acquire and use accurately grade-appropriate 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.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	Suggested: Review of figurative language and Domain specific words

Unit 2 Grade 9			
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills	
RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text 	Suggested Reading: <i>Of Mice and Men</i>

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RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details • Provide an objective summary of the text 	Suggested Reading: <i>Of Mice and Men</i>
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> • Identify the details that develop characters as dynamic or complex versus static or flat • Identify multiple/conflicting character motivations • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events on plot development 	Suggested Reading: <i>Of Mice and Men</i>
		RI.9-10.3: <ul style="list-style-type: none"> • Identify a series of ideas or events that are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Understand the relationship between a series of ideas or events 	Suggested Reading: <i>Of Mice and Men</i>

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		<ul style="list-style-type: none"> Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Identify key words and determine figurative meaning Identify key words and determine connotative meaning Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) Determine formal vs. informal tone Identify cumulative impact of word choice on meaning and tone 	<p>Suggested Reading:</p> <p><i>Of Mice and Men</i></p>
RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).	RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<p>RL.9-10.5:</p> <ul style="list-style-type: none"> Understand and describe how an author has chosen to structure a text and order events within it Analyze how the author's choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	<p>Suggested Reading:</p> <p><i>Of Mice and Men</i></p>
		<p>RI.9-10.5:</p> <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by 	<p>Suggested Reading:</p> <p><i>Of Mice and Men</i></p>

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		particular sentences, paragraphs, or longer portions of a text	
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoical devices to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature Analyze how a particular point of view or cultural experience is reflected in a text Analyze how culture impacts a particular point of view 	Suggested: “The Necklace” Excerpt from “Into Thin Air” <i>Night</i> “La Puerta”
		RI.9-10.6: <ul style="list-style-type: none"> Determine the author’s overall purpose Analyze how an author uses various rhetorical strategies to advance the purpose Identify rhetorical devices and text structures that advance the purpose of the piece 	
	RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> Compare and contrast how various accounts of a subject are told in two different mediums Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message 	Suggested: <i>Night</i> <i>Of Mice and Men</i> Background information from various sources about the Great Depression and Dust Bowl Holocaust and genocide
	RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and	<ul style="list-style-type: none"> Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the 	Suggested: <i>Of Mice and Men</i> Background information from various sources About the Great Depression and Dust Bowl

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	sufficient; identify false statements and fallacious reasoning.	argument or provides enough proof <ul style="list-style-type: none"> • Pinpoint any statements that are false and judge if any of the author's reasoning is misleading. • Understand what a reliable source is and what makes one questionable 	
	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	<ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge 	Suggested: <i>Of Mice and Men</i> Background information from various sources About the Great Depression and Dust Bowl
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills	
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) 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.		<ul style="list-style-type: none"> • Understand how much evidence is needed to satisfactorily support a point • Learn how to introduce argument(s) clearly and accurately with regard to counterclaims • Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence • Treat claims and counterclaims equitably taking into account what their audience knows as 	Suggested: Research paper with focus on <i>Of Mice and Men</i> Suggested Topic: Farming Life Mercy Killing

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W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.

well as what concerns they might have

- Develop unity and consistency in the essay with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason
- Maintain an appropriate style and tone for the task – omitting personal bias
- Use relevant and sufficient facts, definitions, details, and quotes
- Use sources that are appropriate to task, audience, and purpose
- Choose precise words and domain-specific vocabulary
- Introduce a topic arranging ideas, concepts, and information to show interrelationships
- Format effectively
- Develop a topic
- Organize graphics
- Provide multimedia when useful
- Use transitions to link together the major sections of the text
- Write a concluding statement that supports the information presented
- Choose a formal style and objective tone
- Decide what organization is most effective for purpose, audience, and task
- Determine how many facts, definitions, details, quotations and other information are needed

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	<ul style="list-style-type: none"> • Use text evidence to develop analysis and enhance content of argument 	
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	<p>Suggested: Research paper with focus on <i>Of Mice and Men</i></p> <p>Suggested Topic: Farming Life Mercy Killing</p>
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	<p>Suggested: Research paper with focus on <i>Of Mice and Men</i></p> <p>Suggested Topic: Farming Life Mercy Killing</p>
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products 	<p>Suggested: Research paper with focus on <i>Of Mice and Men</i></p> <p>Suggested Topic: Farming Life Mercy Killing</p>
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate 	<p>Suggested: Research paper with focus on <i>Of Mice and Men</i></p> <p>Suggested Topic: Farming Life Mercy Killing</p>

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	<ul style="list-style-type: none"> • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	<p>Suggested: Research paper with focus on <i>Of Mice and Men</i></p> <p>Suggested Topic: Farming Life Mercy Killing</p>
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research 	<p>Suggested Activity: Write a variety of pieces for a range of tasks based On works read.</p>
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested Activity: Write a variety of pieces for a range of tasks based On works read.</p>

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Unit 2 Grade 9		
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B.Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C.Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Articulate ideas clearly and persuasively in a discussion • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas 	<p>Suggested: Ongoing activities based on <i>Of Mice and Men</i> and Additional texts (print or digital/ multi-media)</p>

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	<ul style="list-style-type: none"> • Reflect, evaluate and respond to comments made by peers during discussion 	
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker's reasoning 	
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by 	

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	incorporating digital media such as textual, graphical, audio, visual, or interactive elements	
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively Understand the differences between a phrase and a clause Identify and use various types of phrases and clauses Know sentence variety patterns Understand how sentence variety (use of clauses and phrases) affects meaning and interest Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence construction, grammar and punctuation
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions 	Suggested: Ongoing review of sentence construction, grammar and punctuation

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<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	<p>Suggested: Ongoing review of sentence construction, grammar and punctuation</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>Suggested: Ongoing vocabulary study and review using context, parts of speech, reference materials</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Ongoing vocabulary study and review using context, parts of speech, reference materials</p> <p>Ongoing review and use of figurative language and academic vocabulary</p>

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L.9-10.6. Acquire and use accurately grade-appropriate 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.		<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Ongoing vocabulary study and review using context, parts of speech, reference materials</p> <p>Ongoing review and use of figurative language and Academic vocabulary</p>

Unit 3 Grade 9			
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	
RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text 	<p>Suggested focus: <i>Romeo and Juliet</i></p>
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Determine a theme and central idea Analyze how details develop the theme/central idea Make inferences using explicit and implicit text evidence Use the text to draw conclusions about the theme/central idea 	<p>Suggested focus: <i>Romeo and Juliet</i></p>

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		<ul style="list-style-type: none"> Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened by key details Provide an objective summary of the text 	
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> Identify the details that develop characters as dynamic or complex versus static or flat Identify multiple/conflicting character motivations Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events on plot development 	Suggested focus: <i>Romeo and Juliet</i>
		RI.9-10.3: <ul style="list-style-type: none"> Identify a series of ideas or events that are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Understand the relationship between a series of ideas or events Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a	<ul style="list-style-type: none"> Identify key words and determine figurative meaning Identify key words and determine connotative meaning Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) 	Suggested focus: <i>Romeo and Juliet</i>

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	court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Determine formal vs. informal tone Identify cumulative impact of word choice on meaning and tone 	
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects as mystery, tension, or surprise.	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RL.9-10.5: <ul style="list-style-type: none"> Understand and describe how an author has chosen to structure a text and order events within it Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	Suggested focus: <i>Romeo and Juliet</i>
		RI.9-10.5: <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text 	
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text Analyze how a particular point of view or cultural experience is reflected in a text Analyze how culture impacts a particular point of view 	Suggested focus: <i>Romeo and Juliet</i>
		RI.9-10.6: <ul style="list-style-type: none"> Identify rhetorical devices and text structures that may develop the purpose of the piece Determine the author’s overall purpose 	

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		<ul style="list-style-type: none"> Analyze how an author uses various rhetorical strategies to advance that purpose 	
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		<ul style="list-style-type: none"> Compare and contrast how various accounts of a subject are told in two different mediums Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message 	Suggested: Comparison of various cinematic versions of <i>Romeo and Juliet</i>
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).		<ul style="list-style-type: none"> Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text Understand allusions Identify allusions Compare and contrast use of common ideas/topics between texts or allusions within texts 	Suggested: Reworking/ similar theme as <i>Romeo and Juliet</i> by other authors
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills	
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>		<ul style="list-style-type: none"> Convey experiences, real or imagined Use time as the deep structure of the narrative Form or structure based on a progression of events that build upon each other Use effective details using precise language Construct clear point(s) of view established through a narrator, provide characters, and present a situation Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures 	
		<p>Suggested Activity: Narrative Essay based on themes from <i>Romeo and Juliet</i></p> <p><u>Themes:</u> Love story Gang rivalry</p>	

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W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • Provide a conclusion to the events they set out at the beginning of their narrative 	
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products 	
W.9-10.7.(Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	Suggested topic for: Research rise of gang violence
W.9-10.8.(Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources 	

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selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> Assess whether information from reliable and authoritative sources is relevant Utilize quotes within writing to further claims Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	
<p>W.9-10.9.(Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research 	
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A.Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to</p>	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Articulate ideas clearly and persuasively in a discussion Prepare for discussions 	<p>Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)</p>

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<p>evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B.Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C.P Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D.Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers to set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion 	
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	<p>Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)</p>
<p>SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading 	<p>Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)</p>

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	<ul style="list-style-type: none"> • Move from passive listener to active participant • Use text/source to show fallibility in speaker's reasoning 	
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Ongoing activities based on <i>Romeo and Juliet</i> and additional texts (print or digital media)
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) • Understand the differences between a phrase and a clause • Identify and use various types of phrases and clauses 	Suggested: Ongoing review of sentence construction, grammar, and punctuation.

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	<ul style="list-style-type: none"> • Know sentence variety patterns • Vary sentence structure to convey specific meaning and interest in writing and presentation 	
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Apply the use of standard English spelling conventions 	<p>Suggested:</p> <p>Ongoing review of sentence construction, grammar, and punctuation.</p>
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	<p>Suggested:</p> <p>Ongoing review of sentence construction, grammar, and punctuation.</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>Suggested:</p> <p>Ongoing vocabulary study and review using Context, parts of speech, etymology, and reference materials</p>

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<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p style="padding-left: 20px;">L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Ongoing vocabulary study and review using Context, parts of speech, etymology, and reference materials</p>
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	

Unit 4 Grade 9			
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills	
<p>RL.9-10.1 Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1 Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Analyze the text for inferred and literal meanings Make personal connections, make connections to other texts, and/or make global connections when relevant Identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Use direct quotes, paraphrase, summarize objectively Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Analyze relationship between implicit and explicit text evidence and how it contributes to the meaning of the text 	<p>Suggested Focus: <i>The Piano Lesson</i></p>

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RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using explicit and implicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened by key details • Provide an objective summary of the text 	Suggested Focus: <i>The Piano Lesson</i>
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> • Identify the details that develop characters as dynamic or complex versus static or flat • Identify multiple/conflicting character motivations • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events on plot development 	Suggested Focus: <i>The Piano Lesson</i>
		RI.9-10.3: <ul style="list-style-type: none"> • Identify a series of ideas or events that are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Understand the relationship between a series of ideas or events • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative,	<ul style="list-style-type: none"> • Identify key words and determine figurative meaning • Identify key words and determine connotative meaning • Understand how word choice impacts meaning (For example, how language evokes a sense of time and place) • Determine formal vs. informal tone 	Suggested Focus: <i>The Piano Lesson</i>

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	connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Identify cumulative impact of word choice on meaning and tone 	
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects as mystery, tension, or surprise.	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RL.9-10.5: <ul style="list-style-type: none"> Understand and describe how an author has chosen to structure a text and order events within it Analyze how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	Suggested Focus: <i>The Piano Lesson</i>
		RI.9-10.5: <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text 	
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> Recognize and understand a particular point of view or cultural experience reflected in a text from outside the United States Read multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text Analyze how a particular point of view or cultural experience is reflected in a text Analyze how culture impacts a particular point of view 	Suggested Focus: <i>The Piano Lesson</i>

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		RI.9-10.6: <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose • Identify rhetorical devices and text structures that advance the purpose of the piece 	
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	RL.9-10.9: <ul style="list-style-type: none"> • Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text 	Suggested Focus: <i>The Piano Lesson</i>
		RI.9-10.9: <ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge 	Suggested Topic: “Black Boy” Research: The great migration of S. Americans from south to north

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RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (see Appendix A) or above with scaffolding as needed.	RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above with scaffolding as needed.	<ul style="list-style-type: none">• Closely read various forms of literature independently and fluently, including stories, dramas, and poems• Demonstrate comprehension of various forms of literary text• Make connections among ideas and between texts• Consider a wider range of textual evidence• Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts• Monitor comprehension• Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text.	
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills	
<p>W.9-10.2. 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> <p>W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending</p>		<ul style="list-style-type: none">• Use relevant and sufficient facts, definitions, details, and quotes• Use sources that are appropriate to task, audience, and purpose• Select precise words and domain-specific vocabulary• Introduce a topic arranging ideas, concepts, and information to show interrelationships• Format effectively• Develop a topic• Organize graphics• Provide multimedia when useful• Use transitions to link together the major sections of the text• Write a concluding statement that supports the information presented• Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing)• Decide what organization is most effective for purpose, audience, and task• Determine how many facts, definitions, details, quotations and other information are needed	<p>Suggested Focus topics:</p> <p>Race relations</p> <p>Effects of long term poverty in U.S.</p>

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to the norms and conventions of the discipline in which they are writing. W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	Suggested Focus topics: Race relations Effects of long term poverty in U.S.
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	Suggested Focus topics: Race relations Effects of long term poverty in U.S.
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate appropriate platform • Link and cite sources • Create shared writing products 	Suggested Focus topics: Race relations Effects of long term poverty in U.S.
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	Suggested Focus topics: Race relations Effects of long term poverty in U.S.
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested Focus topics: Race relations Effects of long term poverty in U.S.

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<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research 	<p>Suggested Focus topics:</p> <p>Race relations</p> <p>Effects of long term poverty in U.S.</p>
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision. Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences. Synthesize research gathered over shorter time frames into a long-term research project. Manage a long-term research project that incorporates research, reflection, and revision. 	<p>Suggested Focus topics:</p> <p>Race relations</p> <p>Effects of long term poverty in U.S.</p>
<p>Unit 4 Speaking and Listening Standards</p>	<p>Unit 4 Speaking and Listening Critical Knowledge and Skills</p>	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student</p>	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Articulate ideas clearly and persuasively in a discussion Prepare for discussions Read and research materials beforehand Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Collaborate with peers to set guidelines for class discussions Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity Establish goals and roles for group members and adhere to assigned roles 	<p>Suggested:</p> <p>Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)</p>

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<p>developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C.P Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Participate in friendly discussions and decision-making activities • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas • Reflect, evaluate and respond to comments made by peers during discussion 	
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	<p>Suggested: Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker’s reasoning 	<p>Suggested: Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)</p>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	<p>Suggested: Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)</p>
<p>SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. 	<p>Suggested: Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)</p>

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SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Ongoing activities based on <i>The Piano Lesson</i> and additional texts (printed or digital media)
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) Understand the differences between a phrase and a clause Identify and use various types of phrases and clauses Know sentence variety patterns Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence construction, grammar, And Punctuation.
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	<ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions 	Suggested: Ongoing review of sentence construction, grammar, And Punctuation.
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	Suggested: Ongoing review of sentence construction, grammar, And punctuation.
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Use context clues to derive word meaning (connotation, denotation, word position and function) Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns 	Suggested: Ongoing review of sentence construction, grammar, And punctuation.

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<p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Ongoing review of sentence construction, grammar, And punctuation.</p>
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Ongoing review of sentence construction, grammar, And punctuation.</p>
<p style="text-align: center;">Units 1-4 What This May Look Like</p>		
<p>District/School Formative Assessment Plan</p>	<p>District/School Summative Assessment Plan</p>	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teacher should create assessments to collect data and drive day to day instruction.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><i>Benchmark SRI PARCC</i></p>	
<p>District/School Texts</p>	<p>District/School Supplementary Resources</p>	

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<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts</i></p> <p><i>Holt McDougal Literature - Grade 9 Holt McDougal 2012</i> <i>Of Mice and Men, John Steinbeck, Penguin 1937</i></p> <p><i>The Miracle Worker, William Gibson, Scribner, 2008</i></p> <p><i>The Piano Lesson, August Wilson, Plume Books, 1990</i></p> <p><i>Sadlier-Oxford Vocabulary Workshop Book D</i> <i>Sadlier-Oxford, 2005</i></p> <p><i>Levine's Vocabulary for the College-Bound Student, Amsco, 2006</i></p> <p><i>Language Network, McDougal Littell, 1997</i></p> <p><i>Night Hill and Wang, 2006</i></p> <p><i>Animal Farm, Penguin, 1996</i></p>	<p><i>Districts or schools choose supplementary resources that are not considered "texts."</i></p> <p>Purdue Online Writing Lab https://owl.english.purdue.edu/owl/section/1/</p> <p>ACHS Library – You Tube https://www.youtube.com/user/ACHSLibrary</p> <p>Easy Bib www.easybib.com</p> <p>Atlantic City High School Library web resources for research</p> <p>http://destiny.acboe.org</p> <p>www.turnitin.com</p> <p>Scholastic Reading Inventory/Read 180</p> <p>http://sri.acboe.org:55880/slms/studentaccess</p> <p>Google Drive</p> <p>https://drive.google.com/drive/my-drive</p> <p>EdConnect https://edconnectnj.schoolnet.com/</p> <p>Google Classroom https://classroom.google.com/</p> <p>Flipboard (online social magazine - content from social networks, publishers, online sources and photo sharing sites) https://flipboard.com/</p>	
District/School Writing Tasks		

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<p>Primary Focus <i>Research Writing</i></p> <p><i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i></p>	<p>Secondary Focus <i>Informative/ Explanatory</i></p> <p><i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p>Routine Writing <i>Short Constructed Responses</i></p> <p><i>This is daily writing or writing that is done several times over a week.</i></p>
<p style="text-align: center;">Instructional Best Practices and Exemplars</p> <p><i>This is a place to capture examples of standards integration and instructional best practices. Teachers will differentiate their instruction and make modifications based on learner's needs and readiness. Teachers will integrate technology into their lessons.</i></p> <p>https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations</p> <p>http://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/</p> <p>http://www.pacer.org/parent/php/PHP-c49a.pdf</p>		

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Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.6 RI.9-10.6	Primary Focus Standards: W.9-10.2A,B,C,D,E,F W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Informative and explanatory writing Research writing Routine Writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
<u>Unit 2</u>	Primary Focus Standards: RL.9-10.1 RI.9-10.1 RL.9-10.2 RI.9-10.2 RL.9-10.3 RI.9-10.3 RL.9-10.4 RI.9-10.4 RL.9-10.5 RI.9-10.5 RL.9-10.6 RI.9-10.6 RI.9-10.7 RI.9-10.8 RI.9-10.9	Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B	Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Argumentative writing Research writing Routine Writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary

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Overview	Reading	Writing	Speaking and Listening	Language
Unit 3	<p>Primary Focus Standards: RL.9-10.1 RI.9-10.1</p> <p>RL.9-10.2 RI.9-10.2</p> <p>RL.9-10.3 RI.9-10.3</p> <p>RL.9-10.4 RI.9-10.4</p> <p>RL.9-10.5 RI.9-10.5</p> <p>RL.9-10.6 RI.9-10.6</p> <p>RL.9-10.7 RI.9-10.9</p> <p>RL.9-10.9</p>	<p>Primary Focus Standards: W.9-10.1A,B,C,D,E W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p>	<p>Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>
	<p>Text Type: At least one extended text 3-5 short texts</p>	<p>Writing Focus:</p> <ul style="list-style-type: none"> • Narrative writing • Research writing • Routine Writing 	<p>Task Type:</p> <ul style="list-style-type: none"> • Conduct discussions • Report findings 	<p>Skill Focus:</p> <ul style="list-style-type: none"> • Study and apply grammar • Study and apply vocabulary
Unit 4	<p>Primary Focus Standards: RL.9-10.1 RI.9-10.1</p> <p>RL.9-10.2 RI.9-10.2</p> <p>RL.9-10.3 RI.9-10.3</p> <p>RL.9-10.4 RI.9-10.4</p> <p>RL.9-10.5 RI.9-10.5</p> <p>RL.9-10.6 RI.9-10.6</p> <p>RL.9-10.9 RI.9-10.9</p> <p>RL.9-10.10 RI.9-10.10</p>	<p>Primary Focus Standards: W.9-10.1A,B,C,D,E,F W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.10 Select at least one from W.9-10.7, W.9-10.8, W.9-10.9A,B</p>	<p>Primary Focus Standards: SL.9-10.1A,B,C,D SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6</p>	<p>Primary Focus Standards: L.9-10.1A,B L.9-10.2A,B,C L.9-10.3A L.9-10.4A,B,C,D L.9-10.5A,B L.9-10.6</p>

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Overview	Reading	Writing	Speaking and Listening	Language
	Text Type: At least one extended text 3-5 short texts	Writing Focus: <ul style="list-style-type: none"> Informational/explanatory writing Research writing Routine writing 	Task Type: <ul style="list-style-type: none"> Conduct discussions Report findings 	Skill Focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> Close Reading Literature: "The Celebrated Frog of Calaveras County" Close Reading Informational Text: "Gettysburg Address" 9th and 10th Grade Close Reading Units Developing Core Proficiencies from Engage New York Grade 9 and 10 Common Core Text Exemplars EBSCOHOST- High Schools Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons Planning to Assess: How to Align Your Instruction Close Reading of Literary Texts UDL Resources Text Dependent Question Resources A Case for Reading Examining Challenged and Banned Books 	Writing & Language <ul style="list-style-type: none"> Writing Explanatory Essay About the Text "The Celebrated Frog of Calaveras County" Writing Argument Essays About "Much Ado About Nothing" Family Memoir: Getting Acquainted with Generations Before Us PARCC Scoring Rubric for Prose Constructed Response Items Purdue Online Writing Lab Style-Shifting: Examining and Using Formal and Informal Language Styles ELA Grade 10 Language Conventions Vocabulary Graphic Organizer Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons 	Speaking & Listening <ul style="list-style-type: none"> ELA Grade 10 Speaking & Listening Grant Wiggins' Socratic Seminar Guidelines Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons Anchor Standards for Speaking and Listening 9-12 Presentation Rubric 	Critical Thinking <ul style="list-style-type: none"> Finding Common Ground: Using Logical, Audience-Specific Arguments Inquiry Graphic Organizer Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons How to Encourage Higher Order Thinking Bloom's Taxonomy & Depth of Knowledge Critical Thinking: Two Stories, Two Authors, Same Plots?

Unit Plan 1 Grade 10		
Unit 1 Reading Standards	Unit 1 Reading Critical Knowledge and Skills	Suggested Activities

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Unit Plan 1 Grade 10			
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Make personal connections, make connection to other texts, and or/make global connections where relevant • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning • Identify explicit and implicit textual evidence • Distinguish the difference between strong and insufficient (unreliable) details • Distinguish text that provides strong support from unsupported, uncertain or insufficient text • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Use direct quotes, paraphrase and summarize objectively 	<p>Suggested:</p> <p>Constructed writing response to Summer Reading choice book</p>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> • Provide an objective summary of the text • Evaluate a theme and central idea • Analyze how details develop the theme/central idea • Make inferences using implicit and explicit textual evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details 	<p>Suggested:</p> <p>Constructed writing response to summer Reading choice book</p>

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Unit Plan 1 Grade 10			
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development 	Suggested: Constructed writing response to summer Reading choice book
		RI.9-10.3: <ul style="list-style-type: none"> • Understand the relationship between a series of ideas or events that are connected • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected and contribute to meaning • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or events 	
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify key words and evaluate figurative meaning • Identify key words and evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone 	Suggested: Read and discuss selections from anthology Such as “Exile” for tone

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Unit Plan 1 Grade 10			
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none">Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United StatesEvaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text	Suggested: Read and discuss selections from anthology Such as “Exile” for tone
		RI.9-10.6: <ul style="list-style-type: none">Critically examine the author’s overall purposeEvaluate how an author uses various rhetorical strategies to advance that purpose	
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills	
<p>W.9-10.2. 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> <p>W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none">Develop a strong formal style appropriate for the taskMaintain a tone that is free of biasIntegrate multimedia when appropriate and effectiveUse relevant and sufficient facts, definitions, details, and quotesUse sources that are appropriate to task, audience, and purposeChoose precise words and domain-specific vocabularyIntroduce a topic arranging ideas, concepts, and information to show interrelationshipsFormat effectivelyDevelop a topicOrganize graphicsProvide multimedia when usefulUse transitions to link together the major sections of the textWrite a concluding paragraph or section that supports the information presentedChoose a formal style and objective tone <ul style="list-style-type: none">Decide what organization is most effective for purpose, audience, and taskIncorporate facts, definitions, details, quotations and other information as needed	Suggested: Constructed writing response to Summer Reading choice book

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W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> Identify writing task type and its organizational structure Identify and understand the writing purpose Determine and address the audience appropriately Understand and utilize appropriate style 	<p>Suggested:</p> <p>Write an expository or informative essay Ex: Investigating life in the Yukon in relation to “To Build a Fire”</p>
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> Develop and use appropriate planning templates Understand and utilize revision techniques Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	<p>Suggested:</p> <p>Write an expository or informative essay Ex: Investigating life in the Yukon in relation to “To Build a Fire”</p>
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> Use technology proficiently for production, publication, and collaboration Choose and evaluate various platforms Link and cite multiple sources Use various technological platforms to create and evaluate shared writing products 	<p>Suggested:</p> <p>Utilizing school database for expository and Informative essay.</p>
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> Conduct short and more sustained research projects Conduct research drawing on multiple sources Understand steps of an investigation Develop an inquiry question Refocus inquiry/generate additional questions when appropriate Know how to broaden or narrow an inquiry Synthesize and summarize information 	<p>Suggested text: “Harrison Bergeron”</p> <p>Develop inquiry question around the Selection and research potential answers</p>
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> Gather print and digital information Assess credibility and accuracy of sources Assess whether information from reliable and authoritative sources is relevant Utilize quotes within writing to further claims Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	<p>Suggested text: “Harrison Bergeron”</p> <p>Develop inquiry question around the Selection and research potential answers</p>

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<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Utilize evidence to support analysis, reflection, and research. 	<p>Suggested text: "Harrison Bergeron"</p> <p>Develop inquiry question around the Selection and research potential answers</p>
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested Selections "Harrison Bergeron"</p> <p>Construct written responses to suggested topic</p>
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or</p>	<ul style="list-style-type: none"> Prepare for discussions Read and research materials beforehand Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Collaborate with peers Set guidelines for class discussions Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity Establish goals and roles for group members and adhere to assigned roles Participate in friendly discussions and decision-making activities 	<p>Suggested:</p> <p>Ongoing oral and written activities Beginning with summer reading discussion</p>

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larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.	<ul style="list-style-type: none"> • Reflect, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas 	
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	Suggested: Group presentations on topics related to racism in <i>To Kill A Mockingbird</i>
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading. • Engage as an active listener and participant • Use text/source to show fallibility in speaker's reasoning 	Suggested: Evaluate the speaker's point of view in "The Teacher who Changed my Life" In a constructed response
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	Suggested: Student discussion and presentation of various topics related to "To Build A Fire" Ex: Life in Alaska

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SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively Understand the differences between a phrase and a clause and how to effectively use Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence structure, Punctuation, grammar and usage
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. L.9-10.2.B. Use a colon to introduce a list or quotation. L.9-10.2.C. Spell correctly.	<ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions 	Suggested: Ongoing review of sentence structure, Punctuation, grammar and usage
L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	Suggested: Ongoing review of sentence structure, Punctuation, grammar and usage
L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	Suggested: Review vocabulary knowledge in context of literature and other text sources

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<p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning (connotation, denotation, word function and position) 	
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Constructed response to selections of Poetry from anthology “blessing the boats”</p> <p>Focus on figurative language and denotation</p>
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Review vocabulary knowledge in context of literature and other text sources</p>

Unit 2 Grade 10		
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills
<p>RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>	<p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as</p>	<ul style="list-style-type: none"> Make personal connections, make connection to other texts, and or/make global connections where relevant Analyze the text for inferred and literal meanings Evaluate the relationship between explicit and implicit details and how these details contribute to the meaning of the text Identify explicit and implicit textual evidence Distinguish the difference between strong and insufficient (unreliable) details
		<p>Suggested: <i>Catcher in the Rye</i> Read, discuss and identify aspects of rising action or character development</p>

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Unit 2 Grade 10			
	inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Distinguish text that provides strong support from unsupported, uncertain or insufficient text Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Use direct quotes, paraphrase and summarize objectively 	
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Provide an objective summary of the text Evaluate a theme and central idea Analyze how details develop the theme/central idea Make inferences using implicit and explicit details Use the text to draw conclusions about the theme/central idea Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened through key details 	Suggested: <i>Catcher in the Rye</i> Read, discuss and identify aspects of rising action and/or character development
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are	RL.9-10.3: <ul style="list-style-type: none"> Use strong textual support to demonstrate deeper understanding of characterization Evaluate multiple/conflicting character motivations through analysis of character dialog and actions Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events and the effects on plot development 	Suggested: <i>Catcher in the Rye</i> Read, discuss and identify aspects of rising action and/or character development

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	drawn between them.	RI.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise of a series of ideas or events and how these key words advance tension or plot 	
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> • Identify key words and evaluate figurative meaning • Identify key words and evaluate connotative meaning • Critically examine how word choice impacts meaning • Critically examine how word choice impacts tone • Evaluate cumulative impact of word choice • Critically examine formal vs. informal tone 	Suggested: “Do Not Weep, Maiden, for War is Kind” and “the sonnet-ballad” Read, discuss, and evaluate for use of figurative language and word choice
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences,	RL.9-10.5: <ul style="list-style-type: none"> • Evaluate and critically examine how an author has chosen to structure a text and order events within it • Critically examine and evaluate how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	Suggested: “Do Not Weep, Maiden, for War is Kind” and “the sonnet-ballad” Read, discuss, and evaluate for use of figurative language, order of details, and word choice

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	paragraphs, or larger portions of a text (e.g., a section or chapter).	RI.9-10.5: <ul style="list-style-type: none"> • Use strong textual support to analyze how an author structures the text and develops ideas • Critically examine and evaluate how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text 	
RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoical devices to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> • Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States • Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view 	Suggested: “The Interlopers” Construct a comparison response of “The Interlopers” to <i>Romeo and Juliet</i> focusing on thematic similarities and differences
		RI.9-10.6: <ul style="list-style-type: none"> • Critically examine the author’s overall purpose • Evaluate how an author uses various rhetorical strategies to advance that purpose 	Suggested: Write a constructed response to “The Interlopers” focusing on author’s Motives
	RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> • Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums • Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message 	Suggested: Read and discuss Plutarch’s account of <i>Julius Caesar</i> Or view the film adaptation of Julius Caesar’s life
	RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid	<ul style="list-style-type: none"> • Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof • Use strong textual support to pinpoint any statements that are false and judge if any of the author’s reasoning is misleading 	Suggested: “Tolerance” and “Letter to a Young Refugee From Another.” Analyze comparable texts examining strengths and weaknesses of arguments of each author

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	and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	<ul style="list-style-type: none"> Evaluate what a reliable source is and what makes one questionable Identify and understand the argument presented by the author 	
	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	<ul style="list-style-type: none"> Study and evaluate multiple influential U.S. documents especially how they deal with similar themes and concepts 	Suggested: Constructed response to a comparison of Perspectives in “Montgomery Boycott” and “A Eulogy for Dr. Martin Luther King” relating to the advance of Civil Rights in America
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills	
W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		<ul style="list-style-type: none"> Use concise and effective language that supports the organization of the argument 	Suggested: Write a persuasive essay on a currently controversial topic or a persuasive analysis of

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<p>W.9-10.1.A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1.B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>W.9-10.1.C. Use transitions (e.g. words, phrases, clauses) 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.</p> <p>W.9-10.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1.E. Provide a concluding paragraph or section that supports the argument presented.</p>	<ul style="list-style-type: none"> • Associate and correlate claim(s), counterclaim(s), reasons, and evidence • Maintain an appropriate style and tone for the task – omitting personal bias • Conclude with a paragraph or section that supports the • Write argumentative texts that examine and communicate complex ideas, concepts, or information clearly and accurately • Understand how much evidence is needed to satisfactorily support a point • Treat claims and counterclaims equitably taking into account what the audience knows as well as what concerns they might have • Develop unity and consistency with words and structure • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introducing a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding statement that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed • Use text evidence to develop analysis and enhance content of argument 	<p>a literary selection such as “I Acknowledge Mine.”</p>

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Unit 2 Grade 10		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	Suggested: Write a persuasive essay on a currently controversial topic or a persuasive analysis of a literary selection such as “I Acknowledge Mine.”
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	Suggested: Peer review of persuasive essay or literary Analysis in class
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products 	Suggested: Student presentations on themes in literature Internet research in connection to a selection “Song of P’eng-ya” Incorporate MLA documentation
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	Suggested: Student presentations on themes in literature Internet research in connection to a selection “Song of P’eng-ya” Incorporate MLA documentation
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes within writing to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested: Student presentations on themes in literature Internet research in connection to a selection “Song of P’eng-ya” Incorporate MLA documentation

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Unit 2 Grade 10		
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research Utilize evidence to support analysis, reflection, and research 	<p>Suggested:</p> <p>Incorporate an approach to a work such as <i>Julius Caesar</i> in order to analyze how Shakespeare transformed the historical source into the character and drama</p>
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested:</p> <p>Ongoing oral and written activities in response To text selections</p>
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views);</p>	<ul style="list-style-type: none"> Prepare for discussions Read and research materials beforehand Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Collaborate with peers Set guidelines for class discussions Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity Establish goals and roles for group members and adhere to assigned roles 	<p>Suggested:</p> <p>Student presentations utilizing media on a Topic related to "Making A Case" or "On Nuclear Disarmament" in which Students debate current controversial issues</p>

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<p>develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Participate in friendly discussions and decision-making activities • Reflect upon, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas 	
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	<p>Suggested: Student presentations utilizing media on a Topic related to “Making A Case” or “On Nuclear Disarmament” in which Students debate current controversial issues</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Engage as an active listener and participant • Use text/source to show fallibility within the speaker’s argument 	<p>Suggested: Student presentations utilizing media on a Topic related to “Making A Case” or “On Nuclear Disarmament” in which Students debate current controversial issues</p>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose 	<p>Suggested: Student presentations utilizing media on a Topic related to “Making A Case” or “On Nuclear Disarmament” in which Students debate current controversial issues</p>

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	<ul style="list-style-type: none"> • Speak with clear pronunciation 	
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Student presentations utilizing media on a Topic related to “Making A Case” or “On Nuclear Disarmament” in which Students debate current controversial issues
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Student presentations utilizing media on a Topic related to “Making A Case” or “On Nuclear Disarmament” in which Students debate current controversial issues
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause and how to effectively use • Identify and use various types of phrases and clauses • Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage

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Unit 2 Grade 10		
	<ul style="list-style-type: none"> • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>Suggested: Ongoing vocabulary study and review using Context, parts of speech, reference materials</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Ongoing vocabulary study and review using Context, parts of speech, reference materials</p> <p>Ongoing review and use of figurative language and academic vocabulary</p> <p>Suggested Text: “I Dwell in Possibility”</p>

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Unit 2 Grade 10		
L.9-10.6. Acquire and use accurately grade-appropriate 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.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Ongoing vocabulary study and review using Context, parts of speech, reference materials</p> <p>Ongoing review and use of figurative language and academic vocabulary</p> <p>Suggested text: “I Dwell in Possibility”</p>

Unit 3 Grade 10			
Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Make personal connections, make connection to other texts, and or/make global connections where relevant Analyze the text for inferred and literal meanings Evaluate the relationship between explicit and implicit details and how it contributes to the meaning of the text Identify explicit and implicit textual evidence Distinguish the difference between strong and insufficient (unreliable) details Distinguish text that provides strong support from unsupported, uncertain or insufficient text Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Use direct quotes, paraphrase and summarize objectively 	<p>Suggested: Discuss and summarize plot elements from <i>Lord of the Flies</i> Clarify both stated and implied actions/events</p>
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Provide an objective summary of the text Evaluate a theme and central idea 	<p>Suggested: Discuss and summarize plot elements from <i>Lord of the Flies</i> Clarify both stated and implied actions/events</p>

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Unit 3 Grade 10			
and refined by specific details, and provide an objective summary of the text.		<ul style="list-style-type: none"> Analyze how details develop the theme/central idea Make inferences using explicit and implicit text evidence Use the text to draw conclusions about the theme/central idea Formulate an objective (free of personal bias) summary of the text Determine how the theme/central idea emerges and is refined or strengthened through key details 	
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> Use strong textual support to demonstrate deeper understanding of characterization Evaluate multiple/conflicting character motivations through analysis of character dialog and actions Analyze character interactions as they develop plot Evaluate simple and complex relationships and/or events and the effects on plot development 	Suggested: Discuss and summarize plot elements from <i>Lord of the Flies</i> Clarify both stated and implied actions/events
		RI.9-10.3: <ul style="list-style-type: none"> Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text Analyze and evaluate word choice that comprise a series of ideas or events and how those key words advance tension or plot 	Suggested: Discuss and summarize plot elements from <i>Lord of the Flies</i> Clarify both stated and implied actions/events
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text,	<ul style="list-style-type: none"> Evaluate figurative meaning Evaluate connotative meaning 	Suggested: Read and analyze <i>Lord of the Flies</i> focusing on word choice, tone and diction

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meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Critically examine how word choice impacts meaning Critically examine how word choice impacts tone Evaluate cumulative impact of word choice Critically examine formal vs. informal tone 	
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RL.9-10.5: <ul style="list-style-type: none"> Evaluate and critically examine how an author has chosen to structure a text and order events within it Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	Suggested: Read and analyze <i>Lord of the Flies</i> focusing on word choice, tone and diction
		RI.9-10.5: <ul style="list-style-type: none"> Use strong textual support to analyze how an author structures the text and develops ideas Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text 	Suggested: Read and analyze <i>Lord of the Flies</i> focusing on word choice, tone and diction
RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view 	Suggested: Read and evaluate “Only Daughter” reflecting On gender roles and persuasive techniques
		RI.9-10.6: <ul style="list-style-type: none"> Critically examine the author’s overall purpose 	Suggested: Read and evaluate “Only Daughter” reflecting On gender roles and persuasive techniques

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		<ul style="list-style-type: none"> Evaluate how an author uses various rhetorical strategies to advance that purpose 	
RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).		<ul style="list-style-type: none"> Evaluate the similarities and differences between various accounts of a subject are told in multiple different mediums Critically examine how the details emphasized in each account of a subject told in different mediums affect the overall message 	Suggested: View, discuss and analyze key scenes in two Film adaptations of <i>Antigone</i> (1961 and 2011) Discuss similarities and differences to original play
RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).		<ul style="list-style-type: none"> Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text Identify allusions Compare and contrast use of common ideas/topics between texts or allusions within texts 	Suggested: Read and evaluate Steinbeck's approach to the Arthur legend to Malory's "LeMorte d'Arthur" Noting themes and character development
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills	
<p>W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.3.A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W.9-10.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.9-10.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent, complete, and comprehensive piece.</p> <p>W.9-10.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.9-10.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> Convey experiences, real or imagined Use time as the deep structure of the narrative Form or structure based on a progression of events that build upon each other Use effective details using precise language Create clear point(s) of view established through a narrator, provide characters, and present a situation Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures Provide a conclusion to the events they set out at the beginning of their narrative 	
		Suggested: Write a narrative essay in relation to a selection from the text utilizing specific Language and details.	

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Unit 3 Grade 10		
W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	Suggested: Write a narrative essay in relation to a selection from the text utilizing specific Language and details.
W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience 	Suggested: Write a narrative essay in relation to a selection from the text utilizing specific Language and details.
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products 	Suggested: Revise and edit a narrative essay in relation to a selection from the text utilizing specific Language and details.
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	Revise and edit a narrative essay in relation to a selection from the text utilizing specific Language and details.
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant 	Revise and edit a narrative essay in relation to a selection from the text utilizing specific Language and details.

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	<ul style="list-style-type: none"> Utilize quotes to further claims Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p> <p>W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research Utilize evidence to support analysis, reflection, and research 	<p>Suggested: Research "The Pit and the Pendulum" in relation to the Spanish Inquisition utilizing the Internet</p>
<p>W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested: Construct written responses to selections from The text such as "Birches" and "Mending Wall"</p>
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p>	<ul style="list-style-type: none"> Prepare for discussions Read and research materials beforehand Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Collaborate with peers Set guidelines for class discussions 	<p>Suggested: Student presentations relating to "The New Colossus" Ex: immigration policy</p>

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<p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Reflect upon, evaluate and respond to comments made by peers during discussion • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas 	
<p>SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally), evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	<p>Suggested: Student presentations relating to “The New Colossus” Ex: immigration policy</p>
<p>SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading. • Engage as an active listener and participant • Use text to show fallibility in speaker’s argument 	<p>Suggested: Student presentations relating to “The New Colossus” Ex: immigration policy</p>
<p>SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective 	<p>Suggested: Student presentations relating to “The New Colossus” Ex: immigration policy</p>

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Unit 3 Grade 10		
	<ul style="list-style-type: none"> • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Student presentations relating to “The New Colossus” Ex: immigration policy
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Student presentations relating to “The New Colossus” Ex: immigration policy
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills	
L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.1.A. Use parallel structure. L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> • Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively • Understand the differences between a phrase and a clause and how to effectively use • Identify and use various types of phrases and clauses • Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence structure, Punctuation, grammar, and usage
L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • Use a semicolon or conjunctive adverb to link two or more closely related independent clauses 	Suggested: Ongoing review of sentence structure,

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<p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> • Use a colon to introduce a list or quotation • Know and use standard English spelling conventions 	Punctuation, grammar, and usage
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	<p>Suggested:</p> <p>Ongoing review of sentence structure, Punctuation, grammar, and usage</p>
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word function and position) 	<p>Suggested:</p> <p>Ongoing review of vocabulary knowledge in Context of literature and other texts</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested:</p> <p>Ongoing review of vocabulary knowledge in Context of literature and other texts</p>

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L.9-10.6. Acquire and use accurately grade-appropriate 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.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	Suggested: Ongoing review of vocabulary knowledge in Context of literature and other texts

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Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills	
RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections , to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Make personal connections, make connection to other texts, and or/make global connections where relevant Evaluate the relationship between explicit and implicit details and how it contributes to meaning of text Identify explicit and implicit textual evidence Distinguish the difference between strong and insufficient (unreliable) details Distinguish text that provides strong support from unsupported, uncertain or insufficient text Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Use direct quotes, paraphrase and summarize objectively Analyze text for inferred and literal meanings 	Suggested: Read, interpret, and discuss <i>Antigone</i> and <i>Julius Caesar</i> . Comparing the two works in terms of dramatic strengths and weaknesses
RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details, and provide an objective summary of the text.	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> Provide an objective summary of the text Evaluate a theme and central idea Analyze how details develop the theme/central idea 	Suggested: Read, interpret, and discuss <i>Antigone</i> and <i>Julius Caesar</i> . Comparing the two works in terms of dramatic strengths and weaknesses

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		<ul style="list-style-type: none"> • Make inferences using implicit and explicit text evidence • Use the text to draw conclusions about the theme/central idea • Formulate an objective (free of personal bias) summary of the text • Determine how the theme/central idea emerges and is refined or strengthened through key details 	
RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	RL.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of characterization • Evaluate multiple/conflicting character motivations through analysis of character dialog and actions • Analyze character interactions as they develop plot • Evaluate simple and complex relationships and/or events and the effects on plot development 	Suggested: Read, interpret, and discuss <i>Antigone</i> and <i>Julius Caesar</i> . Comparing the two works in terms of dramatic strengths and weaknesses
		RI.9-10.3: <ul style="list-style-type: none"> • Use strong textual support to demonstrate deeper understanding of how a series of ideas or events are connected • Analyze how the author presents the ideas or events and how the ideas are introduced, sequenced, and developed to contribute to the overall purpose of the text • Identify and analyze word choice that comprise a series of events or ideas and how these key words advance the tension or plot 	Suggested: Examine <i>Julius Caesar</i> focusing on rising Action especially how Shakespeare builds Interest using foreshadowing
RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of	<ul style="list-style-type: none"> • Evaluate figurative meaning • Evaluate connotative meaning • Critically examine how word choice impacts meaning 	Suggested: Read and analyze <i>Antigone</i> focusing on word Meanings to interpret story and character Development.

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tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> Critically examine how word choice impacts tone Evaluate cumulative impact of word choice Critically examine formal vs. informal tone 	
RL.9-10.5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. as mystery, tension, or surprise).	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	RL.9-10.5: <ul style="list-style-type: none"> Evaluate and critically examine how an author has chosen to structure a text and order events within it Critically examine how the author’s choices to structure a text and manipulate time can create mystery, tension, or surprise for the reader 	Suggested: Read and analyze <i>Antigone</i> focusing on word Meanings to interpret story and character Development.
		RI.9-10.5: <ul style="list-style-type: none"> Use strong textual support to analyze how an author structures the text and develops ideas Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by particular sentences, paragraphs, or longer portions of a text 	Suggested: Read and sequence the order of rising and Falling action in <i>Antigone</i>
RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RL.9-10.6: <ul style="list-style-type: none"> Critically evaluate a particular point of view or cultural experience reflected in a text from outside the United States Evaluate multiple texts from world literature to analyze a particular point of view or cultural experience reflected in a text and how culture impacts that point of view 	Suggested: Read and analyze <i>Antigone</i> reflecting on Sophocles’ perspective on civil disobedience
		RI.9-10.6: <ul style="list-style-type: none"> Critically examine the author’s overall purpose Evaluate how an author uses various rhetorical strategies to advance that purpose 	Suggested: Read and analyze <i>Antigone</i> reflecting on Sophocles’ perspective on civil disobedience

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RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).	RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.	RL.9-10.9: <ul style="list-style-type: none"> Use strong textual support to analyze when an author draws on and then transforms source material (such as a theme or topic) from another text RI.9-10.9: <ul style="list-style-type: none"> Study and evaluate influential U.S. documents Evaluate the theme and significant concepts as these are relevant to the historical context and background knowledge 	Suggested: Constructed response to <i>Antigone</i> Read and discuss the issue of civil Disobedience in <i>Antigone</i> in connection to the Declaration of Independence as an act of civil disobedience
RL.9-10.10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.	RI.9-10.10. By the end of grade 10, read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above.	<ul style="list-style-type: none"> Closely read various forms of literature independently and fluently, including stories, dramas, and poems Demonstrate comprehension of various forms of literary text Make connections among ideas and between texts Consider a wider range of textual evidence Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts Monitor comprehension Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text 	Suggested: Constructed response to <i>Antigone</i> Write a constructed response comparing Antigone’s struggle to another figure in history who protested against injustice
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills	
W.9-10.2. 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. W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include		<ul style="list-style-type: none"> Develop a strong formal style appropriate for the task Maintain a tone that is free of bias Integrate multimedia when appropriate and effective 	Suggested: Informative/ Explanatory essay utilizing MLA Documentation Suggested text: <i>Antigone</i> or <i>Julius Caesar</i>

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<p>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>W.9-10.2.C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.9-10.2.D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>W.9-10.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> • Use relevant and sufficient facts, definitions, details, and quotes • Use sources that are appropriate to task, audience, and purpose • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Develop a topic • Organize graphics • Provide multimedia when useful • Use transitions to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Determine how many facts, definitions, details, quotations and other information are needed 	
<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience appropriately • Understand and utilize appropriate style 	<p>Suggested: Informative/ Explanatory essay utilizing MLA Documentation</p> <p>Suggested text: <i>Antigone</i> or <i>Julius Caesar</i></p>
<p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Develop and use appropriate planning templates • Understand and utilize revision techniques • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what 	<p>Suggested: Informative/ Explanatory essay utilizing MLA Documentation</p> <p>Suggested text: <i>Antigone</i> or <i>Julius Caesar</i></p>

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	is most significant for a specific purpose or audience	
W.9-10.6. Use technology, including the Internet, to produce, share , publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Choose and evaluate various platforms • Link and cite multiple sources • Use various technological platforms to create and evaluate shared writing products 	<p>Suggested: Informative/ Explanatory essay utilizing MLA Documentation</p> <p>Suggested text: <i>Antigone</i> or <i>Julius Caesar</i></p>
W.9-10.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information 	<p>Suggested: Informative/ Explanatory essay utilizing MLA Documentation</p> <p>Suggested text: <i>Antigone</i> or <i>Julius Caesar</i></p>
W.9-10.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Assess credibility and accuracy of sources • Assess whether information from reliable and authoritative sources is relevant • Utilize quotes to further claims • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	<p>Suggested: Informative/ Explanatory essay utilizing MLA Documentation</p> <p>Suggested text: <i>Antigone</i> or <i>Julius Caesar</i></p>
<p>W.9-10.9. (Choice) Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.</p> <p>W.9-10.9.A. Apply grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Utilize evidence to support analysis, reflection, and research 	<p>Suggested: Research and write a constructed response to <i>Julius Caesar</i> focusing on how Shakespeare utilizes historical sources</p>

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W.9-10.9.B. Apply grades 9-10 Reading standards to nonfiction informational (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").		
W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	Suggested: Constructed response to <i>Antigone</i> or <i>Julius Caesar</i>
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills	
<p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.9-10.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>SL.9-10.1.B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</p> <p>SL.9-10.1.C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>SL.9-10.1.D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</p>	<ul style="list-style-type: none"> • Prepare for discussions • Read and research materials beforehand • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Collaborate with peers • Set guidelines for class discussions • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Establish goals and roles for group members and adhere to assigned roles • Participate in friendly discussions and decision-making activities • Reflect upon, evaluate and respond to comments made by peers during discussion 	Suggested: Ongoing activities in response to text Selections

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	<ul style="list-style-type: none"> • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas 	
SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively , orally), evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Evaluate the credibility and accuracy of each source 	Suggested: Student presentations evaluating author's argument
SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Move from passive listener to active participant • Use text/source to show fallibility in speaker's reasoning 	Suggested: Student presentations evaluating author's argument
SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and concise perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact 	Suggested: Student presentations evaluating author's Argument

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	<ul style="list-style-type: none"> Adapt volume and tone to audience and purpose Speak with clear pronunciation 	
SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements. 	Suggested: Student presentations evaluating author's argument
SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9-10 Language standards 1 and 3 for specific expectations.)	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Student presentations evaluating author's argument
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills	
<p>L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.1.A. Use parallel structure.</p> <p>L.9-10.1.B. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p>	<ul style="list-style-type: none"> Understand concepts of parallelism (i.e.; repeated grammatical patterns, types of phrases, and types of clauses) and how to use effectively Understand the differences between a phrase and a clause and how to effectively use Identify and use various types of phrases and clauses Vary sentence structure to convey specific meaning and interest in writing and presentation 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage
<p>L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.9-10.2.A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p>L.9-10.2.B. Use a colon to introduce a list or quotation.</p> <p>L.9-10.2.C. Spell correctly.</p>	<ul style="list-style-type: none"> Use a semicolon or conjunctive adverb to link two or more closely related independent clauses Use a colon to introduce a list or quotation Know and use standard English spelling conventions 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage
<p>L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</p> <p>L.9-10.3.A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.</p>	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations 	Suggested: Ongoing review of sentence structure, Grammar, punctuation, and usage

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	<ul style="list-style-type: none"> • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work 	
<p>L.9-10.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</p> <p>L.9-10.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as clue to the meaning of a word or phrase.</p> <p>L.9-10.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.</p> <p>L.9-10.4.C. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual 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, or its etymology.</p> <p>L.9-10.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words • Use context clues to derive word meaning (connotation, denotation, word position and function) 	<p>Suggested: Ongoing review of vocabulary knowledge in Context of literature and other texts</p>
<p>L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.5.A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>L.9-10.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Interpret and analyze the use of figurative language within a text • Analyze slight differences in the meanings of words with similar definitions (ex. saunter and walk) 	<p>Suggested: Ongoing review of vocabulary knowledge in Context of literature and other texts</p>
<p>L.9-10.6. Acquire and use accurately grade-appropriate 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>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Ongoing review of vocabulary knowledge in Context of literature and other texts</p>

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Unit Plan 4 Grade 10		
Units 1-4 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teacher should create assessments to collect data and drive day to day instruction.</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Benchmark SRI PARCC</p>	
District/School Texts	District/School Supplementary Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>Holt-McDougal Literature textbook Sadlier-Oxford Vocabulary Book</p> <p><i>Holt McDougal Literature</i> – Grade 10, Holt McDougal 2012</p> <p><i>Lord of the Flies</i>, William Golding, Berkley Publishing 1954</p> <p><i>Black Boy</i>, Richard Wright, Harper Perennial 2008</p> <p><i>To Kill a Mockingbird</i>, Harper Lee, Grand Central Publishing 1988</p> <p><i>The Cather in the Rye</i>, J.D. Salinger, Little, Brown and Company 1991</p> <p><i>Kaffir Boy</i>, Mark Mathabane, Free Press 1998</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>Purdue Online Writing Lab</p> <p>https://owl.english.purdue.edu/owl/section/1/</p> <p>ACHS Library – You Tube</p> <p>https://www.youtube.com/user/ACHSLibrary</p> <p>Easy Bib</p> <p>www.easybib.com</p> <p>Atlantic City High School Library web resources for research</p>	

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<p><i>Levine's Vocabulary for the College-Bound Student</i>, Amsco 2006</p> <p>Sadlier-Oxford Vocabulary Workshop Book E, Sadlier-Oxford 2005</p> <p><i>Language Network</i>, McDougal Littell 1997</p> <p>The Bluest Eye, Vintage, 2007</p>	<p>http://destiny.acboe.org</p> <p>Turn It In (Internet-based plagiarism prevention service)</p> <p>www.turnitin.com</p> <p>Scholastic Reading Inventory/Read 180</p> <p>http://sri.acboe.org:55880/slms/studentaccess</p> <p>Google Drive</p> <p>https://drive.google.com/drive/my-drive</p> <p>EdConnect</p> <p>https://edconnectnj.schoolnet.com/</p> <p>Google Classroom</p> <p>https://classroom.google.com/</p> <p>Flipboard (online social magazine - content from social networks, publishers, online sources and photo sharing sites)</p> <p>https://flipboard.com/</p>		
District/School Writing Tasks			
<p>Primary Focus Informative/Explanatory</p> <p><i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i></p>	<p>Secondary Focus Research <i>This may be to develop a skill or connect to writing from resources or research writing.</i></p>	<p>Routine Writing Journal writing <i>This is daily writing or writing that is done several</i></p>	

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		times over a week.	
Instructional Best Practices and Exemplars			
<p><i>This is a place to capture examples of standards integration and instructional best practices.</i></p> <p><i>Teachers will differentiate their instruction and make modifications based on learner's needs and readiness. Teachers will integrate technology into their lessons.</i></p> <p>https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations</p> <p>http://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/</p> <p>http://www.pacer.org/parent/php/PHP-c49a.pdf</p>			

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.6	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.3 W.11-12.4 W.11-12.5 W.11-12.10 Select at least one from: W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Informative writing Explanatory writing Research writing (Choose at least one as a focus standard) 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary

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Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> Routine Writing 		
Unit 2	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	Primary Focus Standards: W.11-12.1.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9.A,B	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Argumentative writing Research writing (Choose at least one as a focus standard) Routine Writing 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
Unit 3	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7	Primary Focus Standards: W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6

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Overview	Reading	Writing	Speaking and Listening	Language
	RL.11-12.9			
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Research writing (Choose at least one as a focus standard) Routine Writing 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
<u>Unit 4</u>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.3 RL.11-12.3 RI.11-12.10 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	Primary Focus Standards: W.11-12.2,A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1,A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Informative writing Explanatory writing Research writing Routine Writing (Choose at least one as a focus standard) 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
<u>Suggested Open Educational Resources</u>	Reading <ul style="list-style-type: none"> Mining Literature for Deeper Meaning Close Reading: "A Reason to Read" 	Writing/Language <ul style="list-style-type: none"> Improving Student Writing Through Critical Thinking Evaluating a source: survey 	Speaking & Listening <ul style="list-style-type: none"> Taking Lecture and Class Notes Conver-Stations: A Discussion Strategy 	Critical Thinking <ul style="list-style-type: none"> College Board: SAT Critical Thinking Critical Thinking: A Path to College and Career

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Overview	Reading	Writing	Speaking and Listening	Language
	<ul style="list-style-type: none"> • Multiple Perspectives on Theme • Rhetorical Devices • DIDLS guide for rhetorical analysis • Comparing multiple interpretations of a text • Analyzing speeches as arguments • Sample Close Reading: from Walden • Reading a Supreme Court Case • Analyzing purpose and meaning in political cartoons 	<ul style="list-style-type: none"> • Analyzing style: formal and informal language • The Passion of Punctuation • Developing Core Proficiencies from Engage New York • Writing an Argumentative Essay About the First Chapter of "Up From Slavery" • Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies • Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative • PARCC Scoring Rubric for Prose Constructed Response Items • Purdue Online Writing Lab 	<ul style="list-style-type: none"> • Using Debate to Develop Thinking and Speaking • Developing Core Proficiencies from Engage New York • Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • For Arguments Sake: Playing "Devil's Advocate" with Non Fiction Texts • The Pros and Cons of Discussion • PVLEGS: A Public Speaking Acronym that Transforms Students 	<ul style="list-style-type: none"> • Critical thinking through whole class dialogue • Developing Critical and Analytical Thinking about Literary Characters • Teaching Channel Presents: Inquiry-Based Teaching • Inquiry Graphic Organizer • Assessing Cultural Relevance: Exploring Personal Connections to a Text • How to Encourage Higher Order Thinking • Handbook of Critical Thinking Resources • How to Mark a Book

Unit 1 Grade 11			
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills	
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence 	Suggested: Summary and analysis of summer reading choice book.

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		<ul style="list-style-type: none"> • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text 	Suggested: Summary and analysis of summer reading choice book.
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: <ul style="list-style-type: none"> • Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction 	Suggested: Summary and analysis of summer reading choice book.

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		<ul style="list-style-type: none"> Explain how the order in which each is presented in the text impacts the overall text Analyze those choices as they pertain to the overall story 	
		RI.11-12.3: <ul style="list-style-type: none"> Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text 	Suggested: Outline plot and explain impact of the use Of flashback in <i>13 Reasons Why</i>
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how word choice creates tone Explain how the tone supports the overall meaning of the text 	Suggested: Identify and assess point of view and structure In “Speech in the Virginia Convention”
RL.11-12.6. 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).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	Suggested: Identify and assess point of view and structure In “Speech in the Virginia Convention”

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		RI.11-12.6: <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose. • Focus on both how the text is written and what the text is about • Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	Suggested: Identify and assess point of view and structure In “Speech in the Virginia Convention”
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills	
W.11-12.2. 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. W.11-12.1.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. W.11-12.1.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. W.11-12.1.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. W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. W.11-12.1.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		<ul style="list-style-type: none"> • Effectively select, organize, and analyze content • Determine how many facts, definitions, details, quotations and other information are needed • Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience • Use relevant and sufficient facts, definitions, details, and quotes • Examine and communicate complex ideas, concepts, or information clearly and accurately • Develop a topic • Introduce a topic by arranging ideas, concepts, and information to show interrelationships • Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing • Choose a formal style and objective tone 	Suggested: Analytical essay with focus on summer reading Short constructed responses focused on Additional texts.

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	<ul style="list-style-type: none"> Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies Incorporate analysis of textual evidence to further content Format effectively Organize graphics Provide multimedia when useful Use transitions and syntax to link together the major sections of the text Write a concluding paragraph or section that supports the information presented 	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Determine writing task type and its appropriate organizational structure Identify and understand the writing purpose Determine and address the audience (intended reader) appropriately Understand and utilize appropriate style Understand how structure, style and rhetorical devices convey the purpose of writing 	Suggested: Analytical essay with focus on summer reading Short constructed responses focused on Additional texts.
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> Create and use appropriate planning templates Understand and utilize revision techniques Understand writing as a process Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience Determine what details and/or information is most appropriate for a specific purpose 	Suggested: Analytical essay with focus on summer reading Short constructed responses focused on Additional texts.

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W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess feedback from peers 	
W.11-12.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources achieving new insights • Evaluate multiple sources and understand their content 	Suggested Focus: Changing views of Native Americans: Sherman Alexie, N.S. Momaday,
W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested Focus: Changing views of Native Americans: Sherman Alexie, N.S. Momaday,

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<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research 	<p>Suggested Focus:</p> <p>Changing views of Native Americans: Sherman Alexie, N.S. Momaday,</p>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested:</p> <p>Various writing assignments including research topics such as: place of immigrants only in North American Culture</p>
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p>	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions Read and research materials beforehand Articulate ideas clearly and persuasively in a discussion Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion 	<p>Suggested:</p> <p>Ongoing activities based on Summer reading And/or related texts</p> <p>EX: group or individual presentations on role Of Native American or Immigrants in American society</p>

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<p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments 	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	<p>Suggested: Multimedia presentations provide background And additional information EX: <u>Smoke Signals</u></p>

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SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker’s reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone 	Suggested: Multimedia presentations provide background And additional information EX: <u>Smoke Signals</u>
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to the purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	Suggested: Student presentations on aforementioned topics
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Student presentations on aforementioned topics
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	

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Unit 1 Grade 11		
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p style="padding-left: 40px;">L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	<p>Suggested: Ongoing review of standard English: Grammar, and usage; capitalization, punctuation, And spelling.</p>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 40px;">L.11-12.2.A. Observe hyphenation conventions.</p> <p style="padding-left: 40px;">L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>Suggested: Ongoing review of standard English: Grammar, and usage; capitalization, punctuation, And spelling.</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p style="padding-left: 40px;">L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes 	<p>Suggested: Ongoing study and review of word choice and Order.</p> <p>EX: “The Devil and Tom Walker”</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 40px;">L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 40px;">L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p style="padding-left: 40px;">L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	<p>Suggested: Ongoing study and review of vocabulary using Context clues and reference materials. Print and digital</p> <p>EX: “The Devil and Tom Walker”</p>

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pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	Suggested: Ongoing review and application using various Works EX: Summer reading book
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	Suggested: Ongoing review and application using various Works EX: Summer reading book

Unit 2 Grade 11			
Reading Standards		Reading Critical Knowledge and Skills	
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Make personal connections, connections to other texts, and/or global/historical connections when relevant Analyze the text and identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) Draw inferences using implicit and explicit text evidence Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text 	Suggested: Romantic/ Transcendental texts EX: Identify central ideas and summarize Emerson's "Self-Reliance"

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		<ul style="list-style-type: none"> Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> Determine two or more themes or central ideas in a text Recognize supporting details for themes/central ideas Analyze themes/central ideas as it develops over the course of the text Make inferences through the use of details, word choice, and literary elements regarding the thematic development Use the text to draw conclusions Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) Construct an objective summary of the text 	Suggested: Romantic/ Transcendental texts EX: Identify central ideas and summarize Emerson’s “Self-Reliance”
RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: <ul style="list-style-type: none"> Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how the order in which each is presented in the text impacts the overall text Analyze those choices as they pertain to the overall story 	Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham” Compare poem “Ballad of Birmingham” to King’s letter
		RI.11-12.3: <ul style="list-style-type: none"> Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text 	Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham” Compare poem “Ballad of Birmingham” to King’s Letter
RL.11-12.4. Determine the meaning of words and phrases as they are used in	RI.11-12.4. Determine the meaning of words	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning 	Suggested: Evaluate Thoreau and Dr. King’s ideas and

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the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Determine and evaluate technical meaning (jargon) Identify tone of text Explain how word choice creates tone Explain how the tone supports the overall meaning of the text 	<p>Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text Evaluate how the form effectively follows the function of the text 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>
RL.11-12.6. 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).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>
		RI.11-12.6: <ul style="list-style-type: none"> Determine the author’s overall purpose Analyze how an author uses various rhetorical strategies to advance that purpose. Focus on both how the text is written and what the text is about Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>

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	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> • Compare and contrast how various accounts of a subject are told in multiple mediums • Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message • Use references to the different media to answer a question or to solve a problem 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>
	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<ul style="list-style-type: none"> • Evaluate the rationale used in a text • Understand and explain how text connects to the principles determined by the Constitution • Understand and explain how it connects to established laws and practices • Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address) 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural	<ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Identify and explain the themes and purposes • Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax 	<p>Suggested: Evaluate Thoreau and Dr. King’s ideas and Reasoning in “Civil Disobedience” and “Letter From Birmingham”</p> <p>Compare poem “Ballad of Birmingham” to King’s letter</p>

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	Address) for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.	
Unit 2 Writing Standards	Unit 2 Writing Critical Knowledge and Skills	
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1.A. 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.</p> <p>W.11-12.1.B. 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.</p> <p>W.11-12.1.C. 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.</p> <p>W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> Effectively select, organize, and analyze content Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument Use sources that are appropriate to task, audience, and purpose Understand how much evidence is needed to satisfactorily support a point Develop a topic Learn how to introduce argument(s) clearly and accurately with regard to counterclaims Understand and establish why the claim is important Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason Maintain an appropriate style and tone for the task, omitting personal bias Consider and anticipate the audience's education, beliefs, and feelings about the subject 	<p>Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality</p>

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	<ul style="list-style-type: none"> Choose precise words and domain-specific vocabulary Introduce a topic arranging ideas, concepts, and information to show interrelationships Format effectively Organize graphics and provide multimedia when useful Use transitions to link together the major sections of the text Use varied syntax Choose a formal style and objective tone Decide what organization is most effective for purpose, audience, and task Write a concluding statement that supports the information presented 	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> Determine writing task type and its appropriate organizational structure Identify and understand the writing purpose Determine and address the audience (intended reader) appropriately Understand and utilize appropriate style Understand how structure, style and rhetorical devices convey the purpose of writing 	Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as: Women's Suffrage, Equality
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> Create and use appropriate planning templates Understand and utilize revision techniques Understand writing as a process Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience Determine what details and/or information is most appropriate for a specific purpose 	Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality
W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> Use technology proficiently for production, publication, and collaboration Link and cite sources Create shared writing products Adapt writing according to feedback Respond to ongoing feedback utilizing digital software 	Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality
W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated	<ul style="list-style-type: none"> Conduct short and more sustained research projects 	Suggested: Outline and compose an essay discussing

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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.	<ul style="list-style-type: none"> • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources achieving new insights • Evaluate multiple sources and understand their content 	Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality
W.11-12.8. (Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme • Utilize evidence to support analysis, reflection, and research 	Suggested: Outline and compose an essay discussing Emerson and/ or Thoreau's influence on political and social change. Relate to Constitutional decisions such as Women's Suffrage, Equality

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W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	Suggested: In addition to research/ analysis, students write Other assignments based on additional texts such as: Ceasar, Chavez, Malcolm X
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>

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	<ul style="list-style-type: none"> Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments 	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> Listen to and evaluate multiple sources of information in diverse formats and media Utilize multiple sources of information in order to make decisions Evaluate the credibility and accuracy of each source 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker's reasoning is misleading Use evidence from sources/text to prove fallibility in speaker's reasoning Engage as an active listener and participant Consider and assess the speaker, argument, organization, diction, and tone 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Consider and address opposing viewpoints Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>

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SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	<p>Suggested: Ongoing activities based on Romantic, Transcendental, and historical texts</p> <p>EX: Mock Trials, Presentations of research on Social change.</p>
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	<p>Suggested: Ongoing review of standard English grammar, usage, mechanics.</p>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.2.A. Observe hyphenation conventions.</p> <p>L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>Suggested: Ongoing review of standard English grammar, usage, mechanic.</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking. Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes 	<p>Suggested: Ongoing review and application of word choice And word order in poetry of Dickerson</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	<p>Suggested: Ongoing study and review of vocabulary using context clues, vocabulary texts, and various reference materials</p>

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L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	Suggested: Ongoing review and application using literary and historical texts. EX: Paradox in Thoreau's <u>Walden</u>
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	Suggested: Ongoing review and application using literary and historical texts. EX: Paradox in Thoreau's <u>Walden</u>

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Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) , to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> Make personal connections, connections to other texts, and/or global/historical connections when relevant Analyze the text and identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) Draw inferences using implicit and explicit text evidence Draw conclusions/make logical judgments about the information
		Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>

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		<p>within the text on the basis of evidence and prior conclusions/prior experience</p> <ul style="list-style-type: none"> • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text 	<p>Suggested:</p> <p>Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u></p>
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> • Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction • Explain how the order in which each is presented in the text impacts the overall text 	<p>Suggested:</p> <p>Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u></p>

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		<ul style="list-style-type: none"> Analyze those choices as they pertain to the overall story 	
		RI.11-12.3: <ul style="list-style-type: none"> Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how order in which each is presented in the text impact the overall text Analyze those choices as they pertain to the overall story 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how word choice creates tone Explain how the tone supports the overall meaning of the text 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u> Ex: Compare Troy’s storytelling to Mercutio’s “Queen Mab” speech
RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	RI.11-12.5. Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing and engaging.	RL.11-12.5: <ul style="list-style-type: none"> Identify the structure of the text (ex. en media res, flashbacks, tragic elements) Describe how an author has chosen to structure a text and order events within it Explain why the author chose that structure and how it enhances the work as a whole Analyze how sequence contributes to the meaning and aesthetic impact 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>

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		RI.11-12.5: <ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text Evaluate how the form effectively follows the function of the text 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>
RL.11-12.6. 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).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> Identify the point of view Determine what the text literally states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>
		RI.11-12.6: <ul style="list-style-type: none"> Determine the author’s overall purpose Analyze how an author uses various rhetorical strategies to advance that purpose. Focus on both how the text is written and what the text is about Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	Suggested: Unit 5: “The Harlem Renaissance and Modernism” and/ or <u>Fences</u>
RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		<ul style="list-style-type: none"> Read and/or view different versions of the same text, recordings, film, and/or live performances Compare and contrast the multiple versions Explain the differences between the multiple versions 	Suggested: Compare/ Contrast EX: various video clips of <i>Romeo and Juliet</i> And <u>Fences</u> . With works of similar themes such as: <u>A Raisin in the Sun</u>

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		<ul style="list-style-type: none"> Focus on significant changes to structure, order, plot, and/or character Analyze how changes to structure, order, plot or character impact meaning of different versions of same text 	
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		<ul style="list-style-type: none"> Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text Recognize foundational and canonical American texts Identify and explain how different texts from the same era/genre approach the same theme/topics 	<p>Suggested:</p> <p>Compare/ Contrast EX: various video clips of <i>Romeo and Juliet</i> And <u>Fences</u>. With works of similar themes such as: <u>A Raisin in the Sun</u></p>
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills	
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3.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.</p> <p>W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.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).</p> <p>W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		<ul style="list-style-type: none"> Convey experiences, real or imagined Use time as the deep structure of the narrative Form or structure based on a progression of events that build upon each other Use effective details using precise language Create clear point(s) of view established through a narrator, provide characters, and present a situation Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures Provide a conclusion to the events they set out at the beginning of their narrative 	<p>Suggested:</p> <p>Write a narrative essay based on conflict from A text or in response to a college essay topic</p>

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Unit 3 Grade 11		
	<ul style="list-style-type: none"> • Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text 	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style • Understand how structure, style and rhetorical devices convey the purpose of writing 	Suggested: Write a narrative essay based on conflict from A text or in response to a college essay topic
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose 	Suggested: Write a narrative essay based on conflict from A text or in response to a college essay topic
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess feedback from peers 	Suggested: Write a narrative essay based on conflict from A text or in response to a college essay topic
W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem;	<ul style="list-style-type: none"> • Conduct short and more sustained research projects 	Suggested: Research may focus on elements from <u>Fences</u> (integration of sports or origins of Harlem

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narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources achieving new insights • Evaluate multiple sources and understand their content 	<p>Renaissance; biographies)</p> <p>Selections from “Harlem Renaissance” EX: “Richard Cory”</p>
W.11-12.8. (Choice) 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 specific 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.	<ul style="list-style-type: none"> • Gather print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	<p>Suggested: Research may focus on elements from <u>Fences</u> (integration of sports or origins of Harlem Renaissance; biographies)</p> <p>Selections from “Harlem Renaissance” EX: “Richard Cory”</p>
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics”).</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. • Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme • Utilize evidence to support analysis, reflection, and research 	<p>Suggested: Research may focus on elements from <u>Fences</u> (integration of sports or origins of Harlem Renaissance; biographies)</p> <p>Selections from “Harlem Renaissance” EX: “Richard Cory”</p>

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W.11-12.10. Write routinely over extended time frames (time for 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.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested: Research may focus on elements from <u>Fences</u> (integration of sports or origins of Harlem Renaissance; biographies)</p> <p>Selections from “Harlem Renaissance” EX: “Richard Cory”</p>
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a modern writer’s life</p>

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Unit 3 Grade 11		
	<ul style="list-style-type: none"> • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments 	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a modern writer's life</p>
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a modern writer's life</p>

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Unit 3 Grade 11		
	<ul style="list-style-type: none"> • Use evidence from sources/text to prove fallibility in speaker's reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone 	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Consider and address opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a Modern writer's life</p>
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a Modern writer's life</p>
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	<p>Suggested: Ongoing activities based on modern texts and research topics.</p> <p>EX: Presentation based on research of a Modern writer's life</p>

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Unit 3 Grade 11		
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills	
<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	<p>Suggested: Ongoing review of standard English, grammar, Usage and mechanics</p>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>Suggested: Ongoing review of standard English, grammar, Usage and mechanics</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes 	<p>Suggested: Ongoing review and application of syntax EX: selections from The Harlem Renaissance</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words 	<p>Suggested: Ongoing study and review of vocabulary using context clues, text, and various reference materials</p>

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Unit 3 Grade 11		
<p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> Trace the etymology of words 	
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>Suggested:</p> <p>Ongoing review using literary and historical texts</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested:</p> <p>Ongoing review using literary and historical texts</p>

Unit 4 Grade 11			
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills	
<p>RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Make personal connections, connections to other texts, and/or global/historical connections when relevant Analyze the text and identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) Draw inferences using implicit and explicit text evidence Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text 	<p>Suggested:</p> <p>Read and discuss <u>The Great Gatsby</u> to Determine Narrator, setting, plot, characterization, theme</p>

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Unit 4 Grade 11			
		<ul style="list-style-type: none"> Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.		<ul style="list-style-type: none"> Determine two or more themes or central ideas in a text Recognize supporting details for themes/central ideas Analyze themes/central ideas as it develops over the course of the text Make inferences through the use of details, word choice, and literary elements regarding the thematic development Use the text to draw conclusions Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) Construct an objective summary of the text 	<p>Suggested:</p> <p>Read and discuss <u>The Great Gatsby</u> to Determine narrator, setting, plot, characterization, theme</p>
RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: <ul style="list-style-type: none"> Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how the order in which each is presented in the text impacts the overall text Analyze those choices as they pertain to the overall story 	<p>Suggested:</p> <p>Read and discuss <u>The Great Gatsby</u> to Determine Narrator, setting, plot, characterization, theme</p>
		RI.11-12.3: <ul style="list-style-type: none"> Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text 	<p>Suggested:</p> <p>Read and discuss <u>The Great Gatsby</u> to Determine Narrator, setting, plot, characterization, theme</p>
RL.11-12.4. Determine the meaning of words and phrases as they are used in		<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning 	<p>Suggested:</p>

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the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)		<ul style="list-style-type: none"> Determine and evaluate technical meaning (jargon) Identify tone of text Explain how word choice creates tone Explain how the tone supports the overall meaning of the text 	Close reading of Fitzgerald’s prose to Examine language and plot structure.
RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		<ul style="list-style-type: none"> Identify the structure of the text (ex. en media res, flashbacks, tragic elements) Describe how an author has chosen to structure a text and order events within it Explain why the author chose that structure and how it enhances the work as a whole Analyze how sequence contributes to the meaning and aesthetic impact 	Suggested: Close reading of Fitzgerald’s prose to Examine language and plot structure.
RL.11-12.6. 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).		<ul style="list-style-type: none"> Identify and evaluate the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	Suggested: Close reading of Fitzgerald’s prose to Examine language and plot structure.
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		RL.11-12.9: <ul style="list-style-type: none"> Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text Recognize foundational and canonical American texts Identify and explain how different texts from the same era/genre approach the same theme/topics 	Suggested: Define the American dream as it is reflected in various texts. Such as: “History of Virginia”, “Harlem” And compare to <u>The Great Gatsby</u>
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding	<ul style="list-style-type: none"> Closely read various forms of literature independently and literary nonfiction and fluently Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text Make connections among ideas and between texts 	Suggested: Ongoing throughout the year

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	as needed at the high end of the range.	<ul style="list-style-type: none"> Consider a wider range of textual evidence Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text 	
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills	
<p>W.11-12.2. 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> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.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.</p> <p>W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.1.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>		<ul style="list-style-type: none"> Effectively select, organize, and analyze content Determine how many facts, definitions, details, quotations and other information are needed Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience Use relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately Develop a topic Introduce a topic by arranging ideas, concepts, and information to show interrelationships Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing Choose a formal style and objective tone Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies Incorporate analysis of textual evidence to further content Format effectively Organize graphics Provide multimedia when useful Use transitions and syntax to link together the major sections of the text Write a concluding paragraph or section that supports the information presented 	<p>Suggested:</p> <p>Use <u>The Great Gatsby</u> and related texts as basis for analytical essays</p> <p>EX:</p> <p>The American Dream in <u>The Great Gatsby</u></p>

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W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style 	<p>Suggested:</p> <p>Use <u>The Great Gatsby</u> and related texts as basis for analytical essays</p> <p>EX: The American Dream in <u>The Great Gatsby</u></p>
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Create and use appropriate planning templates • Understand and utilize revision techniques • Understand writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose 	<p>Suggested:</p> <p>Use <u>The Great Gatsby</u> and related texts as basis for analytical essays</p> <p>EX: The American Dream in <u>The Great Gatsby</u></p>
W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software • Assess and evaluate feedback from peers 	<p>Suggested:</p> <p>Use <u>The Great Gatsby</u> and related texts as basis for analytical essays</p> <p>EX: The American Dream in <u>The Great Gatsby</u></p>
W.11-12.7. (Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources achieving new insights • Evaluate multiple sources and understand their content 	<p>Suggested:</p> <p>Research various topics related to topics and themes introduced throughout the year.</p> <p>EX: the changing role of women</p>
W.11-12.8. (Choice) 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	<ul style="list-style-type: none"> • Gather print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience 	<p>Suggested:</p> <p>Research various topics related to topics and Themes introduced throughout the year.</p> <p>EX: the changing role of women</p>

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overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> Assess whether information from reliable and authoritative sources is relevant Utilize a variety of sources, not depending on one specific source Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	
<p>W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research 	<p>Suggested: Research various topics related to topics and themes introduced throughout the year.</p> <p>EX: the changing role of women</p>
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested: Research various topics related to topics and themes introduced throughout the year.</p> <p>EX: the changing role of women</p>
Unit 4 Speaking and Listening Standards	Unit 4 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other</p>	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions Read and research materials beforehand Articulate ideas clearly and persuasively in a discussion 	<p>Suggested: Ongoing activities based on <u>The Great Gatsby</u> and other texts covered throughout the year</p>

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<p>research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments 	
<p>SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, 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>	<ul style="list-style-type: none"> • Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	<p>Suggested: Ongoing activities based on <u>The Great Gatsby</u> And other texts covered throughout the year</p>
<p>SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Move from passive listener to active participant • Consider and assess the speaker, argument, organization, diction, and tone 	<p>Suggested: Ongoing activities based on <u>The Great Gatsby</u> And other texts covered throughout the year</p>

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	<ul style="list-style-type: none"> Use evidence from sources/text to prove fallibility in speaker’s reasoning 	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker’s reasoning is misleading Use evidence from sources/text to prove fallibility in speaker’s reasoning Engage as an active listener and participant Consider and assess the speaker, argument, organization, diction, and tone 	Suggested: Ongoing activities based on <u>The Great Gatsby</u> And other texts covered throughout the year
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Ongoing activities based on <u>The Great Gatsby</u> And other texts covered throughout the year
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary 	Suggested: Ongoing activities based on <u>The Great Gatsby</u> And other texts covered throughout the year
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> Recognize and use appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	Suggested: Ongoing review of sentence construction, grammar, punctuation, and usage
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	Suggested: Ongoing review of sentence construction, grammar, punctuation, and usage
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking 	Suggested: Ongoing review of sentence construction, grammar, punctuation, and usage

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	<ul style="list-style-type: none"> Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of different syntaxes 	
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	<p>Suggested: Ongoing vocabulary study and review using context, parts of speech, etymology, and reference materials</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>Suggested: Read and interpret poetry from unit 6: “Contemporary Literature” EX: “Forgetfulness”</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	
Units 1- 4 Grade 11 What This May Look Like		

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District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<p><i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i></p> <p>Teacher should create assessments to collect data and drive day to day instruction</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p>Benchmark SRI PARCC</p>	
District/School Texts	District/School Supplementary Resources	
<p><i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i></p> <p>Holt McDougal Literature – American Literature, Holt McDougal 2012</p> <p><i>The Great Gatsby</i>, F. Scott Fitzgerald, Scribners 2003</p> <p><i>Fences</i>, August Wilson, Plume Books 1986</p> <p><i>Native Son</i>, Richard Wright, Perennial 2005</p> <p><i>Language Network</i>, McDougal Littell 1997</p> <p><i>Sadlier-Oxford Vocabulary Workshop Book F</i>, Sadlier-Oxford 2005</p> <p><i>Sadlier-Oxford – Building an Enriched Vocabulary</i> Sadlier-Oxford 2004</p> <p><i>A Lesson Before Dying</i>, Vintage Books, 1994</p>	<p><i>Districts or schools choose supplementary resources that are not considered “texts.”</i></p> <p>Purdue Online Writing Lab https://owl.english.purdue.edu/owl/section/1/</p> <p>ACHS Library – You Tube https://www.youtube.com/user/ACHSLibrary</p> <p>Easy Bib www.easybib.com</p> <p>Atlantic City High School Library web resources for research http://destiny.acboe.org</p> <p>www.turnitin.com</p> <p>Scholastic Reading Inventory/Read 180 http://sri.acboe.org:55880/slms/studentaccess</p> <p>Google Drive https://drive.google.com/drive/my-drive</p> <p>EdConnect https://edconnectnj.schoolnet.com/</p> <p>Google Classroom https://classroom.google.com/</p>	

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		Flipboard (online social magazine - content from social networks, publishers, online sources and photo sharing sites) https://flipboard.com/	
District/School Writing Tasks			
Primary Focus <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i> <i>This is connected to the types of writing as indicated in the standards. Informational or Literary.</i>	Secondary Focus <i>This may be to develop a skill or connect to writing from resources or research writing.</i> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>		Routine Writing <i>This is daily writing or writing that is done several times over a week.</i>
Instructional Best Practices and Exemplars			
<p><i>This is a place to capture examples of standards integration and instructional best practices. Teachers will differentiate their instruction and make modifications based on learner's needs and readiness. Teachers will integrate technology into their lessons.</i></p> <p>https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations</p> <p>http://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/</p> <p>http://www.pacer.org/parent/php/PHP-c49a.pdf</p>			

Overview	Reading	Writing	Speaking and Listening	Language
<u>Unit 1</u>	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.4	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B

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Overview	Reading	Writing	Speaking and Listening	Language
	RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.6	W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	SL.11-12.3 SL.11-12.4 SL.11-12.6	L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: • At least one extended text • 3-5 short texts	Writing Focus: • Informative writing • Explanatory writing • Research writing (Choose at least one as a focus standard) • Routine Writing	Task type: • Conduct discussions • Report finding	Skill focus: • Study and apply grammar • Study and apply vocabulary
Unit 2	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.6 RI.11-12.5 RI.11-12.6 RI.11-12.7 RI.11-12.8 RI.11-12.9	Primary Focus Standards: W.11-12.1.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: At least one extended text 3-5 short texts	Writing Focus: • Argumentative writing • Research writing (Choose at least one as a focus standard) • Routine Writing	Task type: • Conduct discussions • Report finding	Skill focus: • Study and apply grammar • Study and apply vocabulary
Unit 3	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:	Primary Focus Standards:

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Overview	Reading	Writing	Speaking and Listening	Language
	RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.2 RL.11-12.3 RI.11-12.3 RL.11-12.4 RI.11-12.4 RL.11-12.5 RI.11-12.5 RL.11-12.6 RI.11-12.6 RL.11-12.7 RL.11-12.9	W.11-12.3.A,B,C,D,E W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Narrative writing Research writing (Choose at least one as a focus standard) Routine Writing 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary
<u>Unit 4</u>	Primary Focus Standards: RL.11-12.1, RI.11-12.1, RL.11-12.2, RI.11-12.2, RL.11-12.3, RI.11-12.3, RL.11-12.4, RI.11-12.4, RL.11-12.5, RI.11-12.5, RL.11-12.6, RI.11-12.6, RL.11-12.9, RI.11-12.9, RL.11-12.10 RI.11-12.10	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A, L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: <ul style="list-style-type: none"> At least one extended text 3-5 short texts 	Writing Focus: <ul style="list-style-type: none"> Informative writing Explanatory writing Research writing 	Task type: <ul style="list-style-type: none"> Conduct discussions Report finding 	Skill focus: <ul style="list-style-type: none"> Study and apply grammar Study and apply vocabulary

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Overview	Reading	Writing	Speaking and Listening	Language
		<ul style="list-style-type: none"> Routine Writing (Choose at least one as a focus standard) 		
Suggested Open Educational Resources	Reading <ul style="list-style-type: none"> A Guide to Close Reading at the AP and College Level ACT: Reading Between the Lines (on reading) Multiple Perspectives on Theme Rhetorical Devices DIDLS guide for rhetorical analysis Comparing multiple interpretations of a text Analyzing language structure, choices and conventions Reading Your Textbooks Effectively and Efficiently Distinguishing types of satire; distinguishing author's purpose Analyzing stylistic choices in political cartoons 	Writing/Language <ul style="list-style-type: none"> Writing Argumentative Essays Analyzing, evaluating and synthesizing multiple sources Improving Student Writing Through Critical Thinking Evaluating a source: survey Analyzing style: formal and informal language The Passion of Punctuation Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative PARCC Scoring Rubric for Prose Constructed Response Items Purdue Online Writing Lab 	Speaking & Listening <ul style="list-style-type: none"> Taking Lecture and Class Notes Conver-Stations: A Discussion Strategy Using Debate to Develop Thinking and Speaking Developing Core Proficiencies from Engage New York Lessons to Use with Popular Stories Lessons to Use with Anthologies English Language Arts Methods: Grades 9-12 Model Lessons For Arguments Sake: Playing "Devil's Advocate" with Non Fiction Texts The Pros and Cons of Discussion PVLEGS: A Public Speaking Acronym that Transforms Students 	Critical Thinking <ul style="list-style-type: none"> College Board: SAT Critical Thinking Critical Thinking: A Path to College and Career Critical thinking through whole class dialogue Developing Critical and Analytical Thinking about Literary Characters Teaching Channel Presents: Inquiry-Based Teaching Inquiry Graphic Organizer Assessing Cultural Relevance: Exploring Personal Connections to a Text How to Encourage Higher Order Thinking Handbook of Critical Thinking How to Mark a Book

Unit 1 Grade 12				
Unit 1 Reading Standards		Unit 1 Reading Critical Knowledge and Skills		
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says	<ul style="list-style-type: none"> Make personal connections, connections to other texts, and/or global/historical connections when relevant Analyze the text and identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) 		Suggested: Summer Reading Choice Book Other texts from anthology

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Unit 1 Grade 12			
	explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Draw inferences using implicit and explicit text evidence • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the textExamine how the interaction of themes creates the overall meaning of the text (and provides depth and dimension and complexity) 	Suggested: Summer Reading Choice Book Other texts from anthology
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events	RL.11-12.3: <ul style="list-style-type: none"> • Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction • Explain how the order in which each is presented in the text impacts the overall text • Analyze those choices as they pertain to the overall story 	Suggested: Summer Reading Choice Book Other texts from anthology

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Unit 1 Grade 12			
	interact and develop over the course of the text.	RI.11-12.3: <ul style="list-style-type: none"> Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the choices of text structure impact the meaning of the text 	
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how specific diction creates tone Explain how the tone supports the themes as well as the overall meaning of the text 	Suggested: Read and discuss selections of Anglo-Saxon poetry For word choice and use of alliteration Suggested Text: “The Seafarer”
RL.11-12.6. 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).	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective,	RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose 	Suggested: Read and discuss the use of kennings in <i>Beowulf</i>

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Unit 1 Grade 12		
	analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RI.11-12.6: <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose. • Focus on both how the text is written and what the text is about • Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text
Unit 1 Writing Standards		Unit 1 Writing Critical Knowledge and Skills
<p>W.11-12.2. 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> <p>W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p>		<ul style="list-style-type: none"> • Effectively select, organize, and analyze content • Determine how many facts, definitions, details, quotations and other information are needed • Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience • Use relevant and sufficient facts, definitions, details, and quotes • Examine and communicate complex ideas, concepts, or information clearly and accurately • Develop a topic • Introduce a topic by arranging ideas, concepts, and information to show interrelationships • Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing • Choose a formal style and objective tone • Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies • Incorporate analysis of textual evidence to further content • Format effectively • Organize graphics • Provide multimedia when useful • Use transitions and syntax to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented

Suggested:
Summer Reading Presentation
Constructed response to a topic

Suggested topic:
Compare and contrast *Beowulf* to modern heroes

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Unit 1 Grade 12		
W.11-12.2.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).		
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Determine writing task type and its appropriate organizational structure • Identify and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Understand and utilize appropriate style • Understand how structure, style and rhetorical devices convey the purpose of writing 	Suggested: Personal Essay or College Essay
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Create and utilize appropriate planning templates • Understand and practice revision techniques • Comprehend writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose • Understand writing as a process rather than a product 	Suggested: Dark Ages or Medieval Research presentation Summer Reading Presentation Constructed response essay
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products for feedback • Assess feedback from peers • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software 	Suggested: Dark Ages or Medieval Research presentation Summer Reading Presentation Constructed response essay
W.11-12.7. (*Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources, achieving a new insight • Evaluate multiple sources and their content 	

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Unit 1 Grade 12		
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather grade level appropriate print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Consider how the use of sources contributes to the overall flow of the piece • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested: Dark Ages or Medieval Research Presentation
<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research • Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme • Utilize evidence to support analysis, reflection, and research 	Suggested: Dark Ages or Medieval Research Presentation
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences 	Suggested: Dark Ages or Medieval Research Project SAT Writing Essay College Essay

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Unit 1 Grade 12		
	<ul style="list-style-type: none"> • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	
Unit 1 Speaking and Listening Standards	Unit 1 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments • Incorporate new synthesized ideas into discussion 	<p>Suggested: Ongoing activities beginning with summer Reading discussion</p>

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Unit 1 Grade 12		
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> Listen to and assess multiple sources of information in diverse formats and media Utilize multiple sources of information in order to make decisions Evaluate the credibility and accuracy of each source 	Suggested: View documentaries, films or outside Informational sources utilizing historical overviews in Unit 1 to build interest and background knowledge in Preparation to read literature
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant Identify false statements or evidence, judging if any of the speaker's reasoning is misleading Use evidence from sources/text to prove fallibility in speaker's reasoning Engage as an active listener and participant Consider and assess the speaker, argument, organization, diction, and tone 	Suggested: View documentaries, films or outside Informational sources utilizing historical overviews in Unit 1 to build interest and background knowledge in Preparation to read literature
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective Draw information from primary and secondary sources, and provide a conclusion Differentiate and critique opposing viewpoints Organize, develop, and produce a presentation in a style appropriate to my purpose and audience Present information clearly, concisely, and logically Use correct eye contact Adapt volume and tone to audience and purpose Speak with clear pronunciation 	Suggested: Student presentations
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English 	
Unit 1 Language Standards	Unit 1 Language Critical Knowledge and Skills	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> Utilize and incorporate appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	Suggested: Write and Revise personal or college essay Summer Reading Project Dark Ages or Medieval Research Project

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Unit 1 Grade 12		
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p style="padding-left: 20px;">L.11-12.2.A. Observe hyphenation conventions.</p> <p style="padding-left: 20px;">L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>Suggested:</p> <p>Write and Revise personal or college essay</p> <p>Summer Reading Project</p> <p>Dark Ages or Medieval Research Project</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p style="padding-left: 20px;">L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style Apply knowledge of language to comprehend more fully when reading, listening, or speaking Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work Write using a variety of task-appropriate syntaxes 	<p>Suggested:</p> <p>Ongoing review of diction and sentence structure</p> <p>In a variety of contexts</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p style="padding-left: 20px;">L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p style="padding-left: 20px;">L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p style="padding-left: 20px;">L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> Use context clues to derive word meaning Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns Consult reference materials to derive word meanings and correct pronunciation of words Trace the etymology of words 	<p>Suggested:</p> <p>Review vocabulary knowledge in context of literature and other sources</p>

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Unit 1 Grade 12		
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p style="padding-left: 20px;">L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p style="padding-left: 20px;">L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Review vocabulary knowledge in context of literature and other sources</p>

Unit 2 Grade 12			
Unit 2 Reading Standards		Unit 2 Reading Critical Knowledge and Skills	
<p>RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<p>RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> Make personal connections, connections to other texts, and/or global/historical connections when relevant Analyze the text and identify explicit and implicit textual evidence Determine the difference between strong and insufficient (unreliable) details Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) Draw inferences using implicit and explicit text evidence Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience Support inference using several examples from the text Evaluate the relationship between explicit and implicit details and how 	<p>Suggested: Selections from anthology <i>*MacBeth</i></p>

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Unit 2 Grade 12			
		<p>they contribute to the meaning of the text</p> <ul style="list-style-type: none"> Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	
<p>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.</p>	<p>RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> Determine two or more themes or central ideas in a text Recognize supporting details for themes/central ideas Analyze themes/central ideas as it develops over the course of the text Make inferences through the use of details, word choice, and literary elements regarding the thematic development Use the text to draw conclusions Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) Construct an objective summary of the text 	<p>Suggested: Read and discuss selections from anthology <i>*MacBeth</i> Discuss themes and/or character Development</p>
<p>RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p>	<p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p>	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how these choices impact the overall story Critique those choices as they pertain to the overall story 	
		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> Identify and analyze the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is 	<p>Suggested: Selections from anthology <i>*MacBeth</i></p>

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Unit 2 Grade 12			
		<ul style="list-style-type: none"> Explain how the choices of text structure impact the meaning of the text 	
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how specific diction creates tone Explain how the tone supports the themes as well as the overall meaning of the text 	Suggested: Analysis of figurative language in the sonnets and other poetry in anthology
	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	<ul style="list-style-type: none"> Investigate how an author structures the text and develops ideas Analyze how the structure of a text and order of ideas or claims within it contribute to the overall purpose of the text and how they are developed and shaped by the larger text Evaluate and hypothesize how the form effectively follows the function of the text 	Suggested: Selections from anthology * <i>Utopia</i> * <i>The Prince</i>
RL.11-12.6. 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).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author's purpose 	Suggested: Read and discuss selections from sonnets by Shakespeare and Petrarch for irony and figurative language

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		RI.11-12.6: <ul style="list-style-type: none"> • Determine the author’s overall purpose • Analyze how an author uses various rhetorical strategies to advance that purpose. • Focus on both how the text is written and what the text is about • Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	
	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	<ul style="list-style-type: none"> • Compare, contrast, and assess how various accounts of a subject are told in multiple mediums • Analyze how the details emphasized in each account of a subject told in different mediums affect the overall message • Use references to the different media to answer a question or to solve a problem 	Suggested: Presentation of historical background of the Dark Ages
	RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	<ul style="list-style-type: none"> • Evaluate the rationale used in a text • Understand and explain how to connects to the principles determined by the Constitution • Understand and explain how text connects to established laws and practices • Determine and explain the idea, reason, and logic behind public advocacy texts (like a presidential address) • Express the rationale, content and principles expressed in each text 	Suggested: Compare and contrast Parliament vs Congress
	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address)	<ul style="list-style-type: none"> • Study and evaluate influential U.S. documents • Identify and explain the themes and purposes, particularly how they connect 	Suggested: Discussion of John Locke’s political Philosophy and the impact it had on the “Declaration of Independence”

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	for their themes, purposes, and rhetorical features, including primary source documents relevant to U.S. and/or global history.	<ul style="list-style-type: none"> Identify and explain their rhetorical features such as diction, imagery, details, figurative language, and syntax 	
		•	
Unit 2 Writing Standards		Unit 2 Writing Critical Knowledge and Skills	
<p>W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.11-12.1.A. 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.</p> <p>W.11-12.1.B. 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.</p> <p>W.11-12.1.C. 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.</p> <p>W.11-12.1. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.E. Provide a concluding statement or section that follows from and supports the argument presented.</p>		<ul style="list-style-type: none"> Effectively select, organize, and analyze content Use the most relevant and sufficient facts, definitions, details, and quotes Examine and communicate complex ideas, concepts, or information clearly and accurately Determine how many facts, definitions, details, quotations and other information are needed to effectively craft an argument Use sources that are appropriate to task, audience, and purpose Understand how much evidence is needed to satisfactorily support a point Develop a topic Learn how to introduce argument(s) clearly and accurately with regard to counterclaims Understand and establish why the claim is important Structure arguments so that there is an association and correlation between the claim(s), counterclaim(s), reasons, and evidence Treat claims and counterclaims equitably taking into account what their audience knows as well as what concerns they might have Develop unity and consistency in writing with words and structure, paying attention to the relationships created between the claims, counterclaims, evidence, and reason 	

Suggested:
Renaissance based research project
Constructed response to a Renaissance topic

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	<ul style="list-style-type: none"> • Maintain an appropriate style and tone for the task, omitting personal bias • Consider and anticipate the audience's education, beliefs, and feelings about the subject • Choose precise words and domain-specific vocabulary • Introduce a topic arranging ideas, concepts, and information to show interrelationships • Format effectively • Organize graphics and provide multimedia when useful • Use transitions to link together the major sections of the text • Use varied syntax • Choose a formal style and objective tone • Decide what organization is most effective for purpose, audience, and task • Write a concluding statement that supports the information presented 	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<ul style="list-style-type: none"> • Define writing task type and its organizational structure • Define and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Distinguish and utilize appropriate style • Understand how structure, style and rhetorical devices convey the purpose of writing 	<p>Suggested:</p> <p>Renaissance based research project</p> <p>Constructed response to a Renaissance topic</p>
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Create and utilize planning templates • Understand and practice revision techniques • Comprehend writing as a process 	<p>Suggested:</p> <p>Renaissance based research project</p> <p>Constructed response to a Renaissance topic</p>

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Unit 2 Grade 12		
	<ul style="list-style-type: none"> • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose • Understand writing as a process rather than a product 	
W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products for feedback • Assess feedback from peers • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software 	<p>Suggested:</p> <p>Renaissance based research project Constructed response to a Renaissance topic</p>
W.11-12.7. (*Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources, achieving a new insight • Evaluate multiple sources and understand their content 	<p>Suggested:</p> <p>Renaissance based research project Constructed response to a Renaissance topic</p>
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather grade level appropriate print and digital information • Consider the sources in terms of task, audience, and purpose 	<p>Suggested:</p> <p>Renaissance based research project Constructed response to a Renaissance topic</p>

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Unit 2 Grade 12		
	<ul style="list-style-type: none"> Assess the validity of each source as it pertains to the specific task, purpose and audience Assess whether information from reliable and authoritative sources is relevant Utilize a variety of sources, not depending on one specific source Consider how the use of sources contributes to the overall flow of the piece Paraphrase correctly Follow a standard format for citation (MLA, APA, etc.) 	
<p>W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research Apply evidence to discussion and writing 	<p>Suggested: Renaissance based research project Constructed response to a Renaissance topic</p>
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested: Renaissance based research project Constructed response to a Renaissance topic</p>

Curricular Framework English Language Arts

Unit 2 Grade 12		
Unit 2 Speaking and Listening Standards	Unit 2 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as 	<p>Suggested: Discussion of Sonnets</p>

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Unit 2 Grade 12		
	<p>through reflection and evaluation of others' comments</p> <ul style="list-style-type: none"> • Incorporate new synthesized ideas into discussion 	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> • Listen to and assess multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	Suggested: Documentary on Shakespeare
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Identify false statements or evidence, judging if any of the speaker's reasoning is misleading • Use evidence from sources/text to prove fallibility in speaker's reasoning • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone 	Suggested: Documentary on Shakespeare
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Differentiate and critique opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact 	Suggested: Students create Power Point presentation on The Renaissance

Curricular Framework English Language Arts

Unit 2 Grade 12		
	<ul style="list-style-type: none"> Adapt volume and tone to audience and purpose Speak with clear pronunciation 	
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> Consider, determine and apply the most strategic use of digital media Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Students create Power Point presentation on The Renaissance
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> Assess and adapt speech delivery to audience and purpose Understand the difference between formal and informal presentations and demonstrate a command of formal English 	Suggested: Students create Power Point presentation on The Renaissance
Unit 2 Language Standards	Unit 2 Language Critical Knowledge and Skills	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> Utilize and incorporate appropriate grammar and usage in writing and speaking Understand that language and appropriate usage changes Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	<ul style="list-style-type: none"> Apply knowledge of language to understand how language functions in different situations Apply knowledge of language to make effective choices to shape the meaning and style 	Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage

Curricular Framework English Language Arts

Unit 2 Grade 12		
	<ul style="list-style-type: none"> • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of task-appropriate syntaxes 	
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words 	<p>Suggested: Ongoing review of vocabulary knowledge In the context of literature</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox • Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>Suggested: Selections of poetry from unit 2 “Barbara Allen” Read and discuss Medieval Ballads for use of word choice and repetition</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	<p>Suggested: Ongoing review of vocabulary knowledge In the context of literature</p>

Unit 3 Grade 12		
Unit 3 Reading Standards	Unit 3 Reading Critical Knowledge and Skills	

Curricular Framework English Language Arts

Unit 3 Grade 12			
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	Suggested: Student centered debate around “A Modest Proposal” or <i>Frankenstein</i>
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> • Determine two or more themes or central ideas in a text • Recognize supporting details for themes/central ideas • Analyze themes/central ideas as it develops over the course of the text • Make inferences through the use of details, word choice, and literary elements regarding the thematic development • Use the text to draw conclusions • Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) • Construct an objective summary of the text 	Suggested: Student centered discussion around “A Modest Proposal” or <i>Frankenstein</i>

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Unit 3 Grade 12			
RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: <ul style="list-style-type: none"> Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how these choices impact the overall story Critique those choices as they pertain to the overall story 	Suggested: Student centered discussion around “A Modest Proposal” or <i>Frankenstein</i>
		RI.11-12.3: <ul style="list-style-type: none"> Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the author’s choices impact the meaning of the text 	
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how specific diction creates tone Explain how the tone supports the themes as well as the overall meaning of the text 	Suggested: Student centered discussion around “A Modest Proposal” or <i>Frankenstein</i>
RL.11-12.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		<ul style="list-style-type: none"> Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements) Analyze how an author has chosen to structure a text and order events within it Conclude why the author chose that structure and how it enhances the work as a whole 	Suggested: Student centered discussion around “A Modest Proposal” or <i>Frankenstein</i>

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Unit 3 Grade 12			
RL.11-12.6. 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).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: <ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author's purpose 	Suggested: Constructed response to a topic relating To "A Modest Proposal" or <i>Frankenstein</i>
		RI.11-12.6: <ul style="list-style-type: none"> Determine the author's overall purpose Analyze how an author uses various rhetorical strategies to advance that purpose. Focus on both how the text is written and what the text is about Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text 	
RL.11-12.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		<ul style="list-style-type: none"> Read and/or view different versions of the same text, recordings, film, and/or live performances Compare and contrast the multiple versions Evaluate the significant differences between the multiple versions Focus on significant changes to structure, order, plot, and/or character 	Suggested: Written or oral discussion comparing And contrasting multiple adaptations of a single work of literature such as <i>Frankenstein</i>
RL.11-12.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		<ul style="list-style-type: none"> Identify when an author draws on and then transforms source material (such as a theme or topic) from another text Identify foundational and canonical American texts Identify and examine how different texts from the same era/genre approach the same theme/topics 	Suggested: Written or oral discussion comparison of optimistic view of the world in English Romanticism to the pessimism in <i>Candide</i>
Unit 3 Writing Standards		Unit 3 Writing Critical Knowledge and Skills	

Curricular Framework English Language Arts

Unit 3 Grade 12		
<p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.3.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.</p> <p>W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W.11-12.3.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).</p> <p>W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • Convey experiences, real or imagined • Use time as the deep structure of the narrative • Form or structure based on a progression of events that build and reflect upon each other • Use effective details using precise language • Form clear point(s) of view established through a narrator, provide characters, and present a situation • Distinguish and utilize narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures • Provide a conclusion to the events they set out at the beginning of their narrative • Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text 	<p>Suggested: Narrative Essay in relation to <i>Frankenstein</i></p>
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Define writing task type and its appropriate organizational structure • Define and understand the writing purpose • Determine and address the audience (intended reader) appropriately • Distinguish and utilize appropriate style 	<p>Suggested: Narrative Essay in relation to <i>Frankenstein</i> Timed writing responses as related to “Rime of the Ancient Mariner”</p>
<p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> • Create and utilize appropriate planning templates • Understand and practice revision techniques • Comprehend writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose • Understand writing as a process rather than a product 	<p>Suggested: Contemporary/ Controversial issue Such as: race relations</p>

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Unit 3 Grade 12		
W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products for feedback • Assess feedback from peers • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software 	Suggested: Contemporary/ Controversial issue Such as: race relations
W.11-12.7. (*Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources, achieving a new insight • Evaluate multiple sources and their content 	Suggested: Contemporary/ Controversial issue Such as: race relations
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather grade level appropriate print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Consider how the use of sources contributes to the overall flow of the piece • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested: Contemporary/ Controversial issue Such as: race relations
W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research 	Suggested: Contemporary/ Controversial issue Such as: race relations

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<p>twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").</p> <p>W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<ul style="list-style-type: none"> Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research Apply evidence to discussion and writing 	
<p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences Synthesize research gathered over shorter time frames into a long-term research project Manage a long-term research project that incorporates research, reflection, and revision 	<p>Suggested: Contemporary/ Controversial issue Such as: race relations</p>
Unit 3 Speaking and Listening Standards	Unit 3 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>	<ul style="list-style-type: none"> Effectively participate in one-on-one, group, and teacher-led discussions Prepare for discussions Read and research materials beforehand Articulate ideas clearly and persuasively in a discussion Refer to evidence from texts and other research Draw from and build on the ideas of others in a discussion Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity Set guidelines for class discussions Establish goals and roles for group members and adhere to assigned roles 	<p>Suggested: Repeated reading of "Kubla Khan" with Class wide discussion questions</p>

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Unit 3 Grade 12		
SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	<ul style="list-style-type: none"> • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments • Incorporate new synthesized ideas into discussion 	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> • Listen to and assess multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	<p>Suggested: Group presentations based on various Sources regarding topics related to the misuse of science. Such as: atomic bomb.</p>
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Correlate the speaker's argument with the student's own • Identify logical fallacies, judging if any of the speaker's reasoning is misleading • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone. • Use evidence from sources/text to prove fallibility in speaker's reasoning 	<p>Suggested: Group presentations based on various Sources regarding topics related to the misuse of science. Such as: atomic bomb.</p>

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Unit 3 Grade 12		
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Differentiate and critique opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	Suggested: Students present research findings in Class through technology
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Consider, determine and apply the most strategic use of digital media • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Students present research findings in Class through technology
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Assess and adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English 	Suggested: Students present research findings in Class through technology
Unit 3 Language Standards	Unit 3 Language Critical Knowledge and Skills	
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	<ul style="list-style-type: none"> • Utilize and incorporate appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage.
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.	<ul style="list-style-type: none"> • Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage.

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Unit 3 Grade 12		
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of task-appropriate syntaxes 	<p>Suggested: Ongoing review of sentence structure, Grammar, punctuation and usage.</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</p> <p>L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<ul style="list-style-type: none"> • Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words 	<p>Suggested: Ongoing activities to review vocabulary knowledge in the context of literature and other sources</p>
<p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> • Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox • Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	<p>Suggested: Debate and discuss selections of poetry from the Romantics and Restoration</p> <p>Use of figurative language in Shakespearean Sonnets</p>
<p>L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ul style="list-style-type: none"> • Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into 	<p>Suggested: Debate and discuss selections of poetry from the Romantics and Restoration</p>

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Unit 3 Grade 12		
	reading, writing, speaking, and listening at the college and career readiness level	

Unit 4 Grade 12			
Unit 4 Reading Standards		Unit 4 Reading Critical Knowledge and Skills	
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	<ul style="list-style-type: none"> • Make personal connections, connections to other texts, and/or global/historical connections when relevant • Analyze the text and identify explicit and implicit textual evidence • Determine the difference between strong and insufficient (unreliable) details • Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) • Draw inferences using implicit and explicit text evidence • Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience • Support inference using several examples from the text • Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text • Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence 	<p>Suggested: Read, Interpret and discuss a selection from the Victorian Unit comparing two poems for author's style and tone</p> <p>Ex: Compare Browning's "Sonnet 43" with "Sonnet 18" by Shakespeare</p>
RL.11-12.2. Determine two or more themes or central ideas of a text and	RI.11-12.2. Determine two or more central ideas of a text and analyze their	<ul style="list-style-type: none"> • Determine two or more themes or central ideas in a text 	<p>Suggested: Read, Interpret and discuss a selection from the</p>

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analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	development and how they interact to provide a complex analysis; provide an objective summary of the text.	<ul style="list-style-type: none"> Recognize supporting details for themes/central ideas Analyze themes/central ideas as it develops over the course of the text Make inferences through the use of details, word choice, and literary elements regarding the thematic development Use the text to draw conclusions Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth, dimension and complexity) Construct an objective summary of the text 	<p>Victorian Unit comparing two poems for author's style and tone</p> <p>EX: Compare "Pied Beauty" and "Spring and Fall: To a Young Child"</p>
RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	<p>RL.11-12.3:</p> <ul style="list-style-type: none"> Identify and evaluate the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction Explain how these choices impact the overall story Critique those choices as they pertain to the overall story 	<p>Suggested:</p> <p>Read, Interpret and discuss a selection from the Victorian Unit comparing two poems for author's style and tone</p> <p>EX: Compare "Pied Beauty" and "Spring and Fall: To a Young Child"</p>
		<p>RI.11-12.3:</p> <ul style="list-style-type: none"> Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text Explain why the structure of the text is ordered as it is Explain how the author's choices impact the meaning of the text 	<p>Suggested:</p> <p>Read and debate why Arnold uses the sea as a vehicle for "Dover Beach"</p>

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RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)		<ul style="list-style-type: none"> Assess figurative meaning Assess connotative meaning Determine and evaluate technical meaning (jargon) Identify tone of text Explain how specific diction creates tone Explain how the tone supports the themes as well as the overall meaning of the text 	Suggested: Read, Interpret and discuss a selection from the Victorian Unit comparing two poems for author's style and tone
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		<ul style="list-style-type: none"> Evaluate the structure of the text (ex. en media res, flashbacks, tragic elements) Analyze how an author has chosen to structure a text and order events within it Conclude why the author chose that structure and how it enhances the work as a whole 	Suggested: Write a constructed response to an excerpt from <i>Jane Eyre</i> focusing on story development in relation to character development.
RL.11-12.6. 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).		<ul style="list-style-type: none"> Identify and assess the point of view Determine what the text literally and figuratively states Determine what the text actually means, considering satire, sarcasm, irony, and understatement Explain the difference between the literal and the actual meaning as it pertains to the author's purpose 	Suggested: Read, interpret and discuss Robert Browning's use of dramatic monologue in "My Last Duchess," especially noting use of Irony
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		<ul style="list-style-type: none"> Identify when an author draws on and then transforms source material (such as a theme or topic) from another text Identify foundational and canonical American texts Identify and examine how different texts from the same 	Suggested: Write a constructed response to a comparing "Dreamers" and "The Soliders" with Churchill's Speech of May 19, 1940 noting various views Of war

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		era/genre approach the same theme/topics	
RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently	RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 12–CCR text complexity band independently and proficiently.	<ul style="list-style-type: none"> • Closely read various forms of literature and literary nonfiction independently, proficiently, and, fluently • Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text • Generate connections among ideas and between texts • Consider and evaluate a wider range of textual evidence • Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts • Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text 	Suggested: Read, interpret and construct a summary “Sailing to Byzantium” noting development of Symbolism
Unit 4 Writing Standards		Unit 4 Writing Critical Knowledge and Skills	
<p>W.11-12.2. 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> <p>W.11-12.2.A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.11-12.2.B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details,</p>		<ul style="list-style-type: none"> • Effectively select, organize, and analyze content • Determine how many facts, definitions, details, quotations and other information are needed • Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience • Use relevant and sufficient facts, definitions, details, and quotes 	Suggested: Write a research paper on a topic such as: Racism in America Anti-immigration policies using MLA, Google Docs and school’s database for sources.

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<p>quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>W.11-12.2.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>W.11-12.2.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>W.11-12.2.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.2.f. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<ul style="list-style-type: none"> • Examine and communicate complex ideas, concepts, or information clearly and accurately • Develop a topic • Introduce a topic by arranging ideas, concepts, and information to show interrelationships • Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing • Choose a formal style and objective tone • Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies • Incorporate analysis of textual evidence to further content • Format effectively • Organize graphics • Provide multimedia when useful • Use transitions and syntax to link together the major sections of the text • Write a concluding paragraph or section that supports the information presented 	
<p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> • Define writing task type and its appropriate organizational structure • Define and understand the writing purpose • Determine and address the audience (intended reader) appropriately 	<p>Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school’s database for sources.</p>

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	<ul style="list-style-type: none"> • Distinguish and utilize appropriate style 	
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style) , focusing on addressing what is most significant for a specific purpose and audience.	<ul style="list-style-type: none"> • Create and utilize appropriate planning templates • Understand and practice revision techniques • Comprehend writing as a process • Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience • Determine what details and/or information is most appropriate for a specific purpose • Understand writing as a process rather than a product 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.
W.11-12.6. Use technology, including the Internet, to produce, share , and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	<ul style="list-style-type: none"> • Use technology proficiently for production, publication, and collaboration • Link and cite sources • Create shared writing products for feedback • Assess feedback from peers • Adapt writing according to feedback • Respond to ongoing feedback utilizing digital software 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.
W.11-12.7. (*Choice) 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.	<ul style="list-style-type: none"> • Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.

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	<ul style="list-style-type: none"> • Synthesize and summarize information from a variety of sources, achieving a new insight • Evaluate multiple sources and their content 	
W.11-12.8. (*Choice) Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	<ul style="list-style-type: none"> • Gather grade level appropriate print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Consider how the use of sources contributes to the overall flow of the piece • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.) 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.
W.11-12.9. (*Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). W.11-12.9.B Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").	<ul style="list-style-type: none"> • Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research • Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme • Utilize evidence to support analysis, reflection, and research • Apply evidence to discussion and writing 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> • Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision 	Suggested: Write a research paper on a topic such as: racism in America using MLA, Google Docs and school's database for sources.

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	<ul style="list-style-type: none"> • Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences • Synthesize research gathered over shorter time frames into a long-term research project • Manage a long-term research project that incorporates research, reflection, and revision 	
Unit 4 Speaking and Listening Standards	Unit4 Speaking and Listening Critical Knowledge and Skills	
<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p>SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.</p> <p>SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>SL.11-12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<ul style="list-style-type: none"> • Effectively participate in one-on-one, group, and teacher-led discussions • Prepare for discussions • Read and research materials beforehand • Articulate ideas clearly and persuasively in a discussion • Refer to evidence from texts and other research • Draw from and build on the ideas of others in a discussion • Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity • Set guidelines for class discussions • Establish goals and roles for group members and adhere to assigned roles • Participate in polite and democratic discussions and decision-making activities. • Self monitor the work and assign specific tasks as needed • Respect and promote diverse perspectives in a discussion or collaborative activity 	<p>Suggested: Debate the speaker's dilemma in "Shooting an Elephant"</p>

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	<ul style="list-style-type: none"> • Encourage others to participate in a discussion or collaborative activity • discuss and question the argument and evidence • Make certain that a variety of possible arguments have been heard • Respond thoughtfully • Summarize where others agree and disagree with ideas and perspectives • Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments • Incorporate new synthesized ideas into discussion 	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively , 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.	<ul style="list-style-type: none"> • Listen to and assess multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Evaluate the credibility and accuracy of each source 	Suggested: Group presentations on topics related to British Colonialism as depicted in "Shooting an Elephant"
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	<ul style="list-style-type: none"> • Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant • Correlate the speaker's argument with the student's own • Identify logical fallacies; judging if any of the speaker's reasoning is misleading. • Move from passive listener to active participant • Consider and assess the speaker, argument, organization, diction, and tone. 	Suggested: Constructed response and discussion evaluating Dilemma in "Shooting an Elephant"

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	<ul style="list-style-type: none"> • Use evidence from sources/text to prove fallibility in speaker’s reasoning 	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	<ul style="list-style-type: none"> • Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective • Draw information from primary and secondary sources, and provide a conclusion • Differentiate and critique opposing viewpoints • Organize, develop, and produce a presentation in a style appropriate to my purpose and audience • Present information clearly, concisely, and logically • Use correct eye contact • Adapt volume and tone to audience and purpose • Speak with clear pronunciation 	Suggested: Constructed response and discussion evaluating Dilemma in “Shooting an Elephant”
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> • Consider, determine and apply the most strategic use of digital media • Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements 	Suggested: Incorporate Internet research into group Presentations to convey information visually And dramatically
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	<ul style="list-style-type: none"> • Assess and adapt speech delivery to audience and purpose • Understand the difference between formal and informal presentations and demonstrate a command of formal English 	Suggested: Incorporate Internet research into group Presentations to convey information visually And dramatically
Unit 4 Language Standards	Unit 4 Language Critical Knowledge and Skills	

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<p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</p>	<ul style="list-style-type: none"> • Utilize and incorporate appropriate grammar and usage in writing and speaking • Understand that language and appropriate usage changes • Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation 	<p>Suggested: Ongoing review of sentence structure, grammar, And punctuation and usage</p>
<p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.11-12.2.A. Observe hyphenation conventions. L.11-12.2.B. Spell correctly.</p>	<ul style="list-style-type: none"> • Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling 	<p>Suggested: Ongoing review of sentence structure, grammar, And punctuation and usage</p>
<p>L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.</p>	<ul style="list-style-type: none"> • Apply knowledge of language to understand how language functions in different situations • Apply knowledge of language to make effective choices to shape the meaning and style • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work • Write using a variety of task-appropriate syntaxes 	<p>Suggested: Ongoing review of sentence structure, grammar, And punctuation and usage</p>
<p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the</p>	<ul style="list-style-type: none"> • Use context clues to derive word meaning • Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns • Consult reference materials to derive word meanings and correct pronunciation of words • Trace the etymology of words 	<p>Suggested: Ongoing activities to review vocabulary knowledge in the context of literature and other sources</p>

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pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	<ul style="list-style-type: none"> Analyze and evaluate the use of figurative language within a text, particularly hyperbole and paradox Analyze and validate slight differences in the meanings of words with similar definitions (ex: saunter and walk) 	Suggested: Debate and discuss selections of poetry from the Victorian and Modern Units found in text
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> Acquire general academic words from content-specific written texts Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level 	Suggested: Debate and discuss selections of poetry from the Victorian and Modern Units found in text
Units 1-4 Grade 12 What This May Look Like		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
<i>Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards.</i> Teacher should create assessments to collect data and drive day to day instruction	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i> <i>Benchmark SATS/ ACT</i>	
District/School Texts	District/School Supplementary Resources	
<i>Districts or schools choose appropriate grade level texts that may be traditional texts as well as digital texts.</i> Holt McDougal Literature – British Literature, Holt McDougal 2012 Hamlet , William Shakespeare, McDougal-Littell 1990	<i>Districts or schools choose supplementary resources that are not considered “texts.”</i> Purdue Online Writing Lab	

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<i>Frankenstein</i> , Mary Shelley,	Bantam	1981	https://owl.english.purdue.edu/owl/section/1/
<i>Things Fall Apart</i> , Chinua Achebe,	Anchor	1994	ACHS Library – You Tube
<i>Their Eyes Were Watching God</i> , Zora Neale Hurston,	Harper Perennial	1998	https://www.youtube.com/user/ACHSLibrary
<i>The Kite Runner</i> , Khaled Hosseini,	Riverhead Books	2004	Easy Bib
<i>The Namesake</i> , Jhumpa Lahiri,	Mariner Books	2004	www.easybib.com
<i>Language Network</i> ,	McDougal Littell	1997	Atlantic City High School Library web resources for research
<i>Sadlier-Oxford Vocabulary Workshop Book G</i> ,	Sadlier-Oxford	2005	http://destiny.acboe.org
			www.turnitin.com
			Scholastic Reading Inventory/Read 180
			http://sri.acboe.org:55880/slms/studentaccess
			Google Drive
			https://drive.google.com/drive/my-drive
			EdConnect
			https://edconnectnj.schoolnet.com/
			Google Classroom
			https://classroom.google.com/
			Flipboard (online social magazine - content from social networks, publishers, online sources and photo sharing sites) https://flipboard.com/

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District/School Writing Tasks			
Primary Focus <i>Research writing</i> <i>This is connected to the types of writing as indicated in the standards: Informational or Literary.</i>	Secondary Focus <i>Informative/explanatory writing</i> <i>This may be to develop a skill or connect to writing from resources or research writing.</i>	Routine Writing <i>Short constructed responses to reading.</i> <i>This is daily writing or writing that is done several times over a week.</i>	
Instructional Best Practices and Exemplars			
<p><i>This is a place to capture examples of standards integration and instructional best practices.</i></p> <p><i>Teachers will differentiate their instruction and make modifications based on learner's needs and readiness. Teachers will integrate technology into their lessons.</i></p> <p>https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations</p> <p>http://www.smartkidswithld.org/getting-help/the-abcs-of-ieps/examples-of-accommodations-modifications/</p> <p>http://www.pacer.org/parent/php/PHP-c49a.pdf</p>			