

GRADE 11 HONORS ENGLISH

BOARD APPROVAL DATE: August 2020

**BOARD ADOPTION OF STATE STANDARDS: September 2012; Revised
2016**

Unit Overview (Standards Coverage)

Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	RL.11-12.1., RL.11-12.2., RL.11-12.3., RL.11-12.4. RI.11-12.1., RI.11-12.2. RI.11-12.3. RI.11-12.4. W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.5., W.11-12.9. SL.11-12.1. L.11-12.1., L.11-12.2. L.11-12.5.	This Land Is Your Land: The American Identity	<ul style="list-style-type: none"> Examine how the interaction of themes create the overall meaning of the text (and provides depth and dimension) in a literary analysis. Identify and analyze the choices made by authors including the choice of setting, plot organization and development, characterization and character interaction. Draw from and build on the ideas of others in discussions. 	First Marking Period (Sept-Nov.)
Unit 2	RL.11-12.1., RL.11-12.2., RL.11-12.3., RL.11-12.4., RL.11-12.5., RL.11-12.6. RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.6. W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.5., W.11-12.9. SL.11-12.1. L.11-12.1., L.11-12.2.,	Song of Myself: Individuality, Conformity, and Society	<ul style="list-style-type: none"> Analyze in writing how multiple texts examine similar themes and how multiple themes in one text contribute to a larger theme Utilize evidence to support analysis, reflection, and research in a research paper Effectively participate in one-on-one, group, and teacher-led discussions 	Second Marking Period (Nov.-Jan.)

	L.11-12.5.			
Unit 3	<p>RL.11-12.1., RL.11-12.2., RL.11-12.3., RL.11-12.4., RL.11-12.5, RL.11-12.6., RL.11-12.9.</p> <p>RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.6., RI.11-12.7.</p> <p>W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.5., W.11-12.9.</p> <p>SL.11-12.1., SL.11-12.2., SL.11-12.3., SL.11-12.4</p>	American Dreams and Nightmares	<ul style="list-style-type: none"> • 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 	Third Marking Period (Jan.-Apr.)
Unit 4	<p>RL.11-12.1., RL.11-12.2., RL.11-12.3., RL.11-12.4., RL.11-12.5, RL.11-12.6., RL.11-12.9.</p> <p>RI.11-12.1., RI.11-12.2., RI.11-12.3., RI.11-12.4., RI.11-12.5., RI.11-12.6., RI.11-12.7.</p> <p>W.11-12.1., W.11-12.2., W.11-12.4., W.11-12.5., W.11-12.9.</p> <p>SL.11-12.1., SL.11-12.2., SL.11-12.3., SL.11-12.4</p>	The American Imagination	<ul style="list-style-type: none"> • Apply knowledge of language to comprehend more fully when reading, listening, or speaking • Listen to and evaluate multiple sources of information in diverse formats and media • Utilize multiple sources of information in order to make decisions • Engage as an active listener and participant • Consider and assess the speaker, argument, organization, diction, and tone 	Fourth Marking Period (Apr.-Jun.)

This document outlines in detail the answers to the following four questions:

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 ENGLISH 11/HONORS

Content & Practice Standards (write in full)	Interdisciplinary Standards	Critical Knowledge & 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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</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</p> <p>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.)</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 inferentially, including determining where the text leaves matters uncertain.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</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 ● 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) ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction

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.

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.

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).

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.

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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style

- 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
- 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
- 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
- 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>manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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 <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</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 ● 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 ● 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 ● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking
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Unit 1 ENGLISH 11/HONORS	
Stage 1 – Desired Results	
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>This Land Is Your Land: The American Identity</p> <p>America is often viewed as a land of opportunity and is a nation of immigrants. This unit addresses the American identity. What does it mean to be an American? How is an American identity created? Why have people come to America in the past, and why do people still come to America.</p>	<p>Possible materials may include:</p> <ul style="list-style-type: none"> ● “Letters from an American Farmer” by Crèvecoeur ● “The New Colossus” by Emma Lazarus ● “I Hear America Singing” by Walt Whitman ● “I, Too” by Langston Hughes ● “next to of course god america i” by ee cummings ● “America” by Claude McKay ● “The Latin Deli: An Ars Poetica” and “American History” by Judith Ortiz Cofer ● “The Devil and Tom Walker” by Washington Irving ● <i>The Autobiography</i> by Benjamin Franklin ● StoryCorps interviews from the StoryCorps website and podcast ● “The Declaration of Independence” by Thomas Jefferson
UNDERSTANDINGS	
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Authors communicate in a variety of genres for a variety of purposes, including reasons for coming to America, the struggles with creating a new society, and the challenges in establishing an American identity. ● The early and evolving notions of the American identity. ● Authors employ literary devices to convey the literary theme of a text. 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Analysis (explicit and inferred) must be supported by textual evidence. ● Texts have more than one theme. ● Authors make choices about setting, plot, characters. ● The meanings of words change based on context. ● Writing requires appropriate organization and style based on purpose and audience. ● Writing can convey complex ideas, concepts and information clearly and accurately. 	<ul style="list-style-type: none"> ● Determine the theme of texts through the analysis of literary devices. ● Analyze and evaluate an author’s use of character development and motivation. ● Analyze and evaluate an author’s use of conflict. ● Analyze and evaluate an author’s use of symbolism. ● Analyze and evaluate an author’s use of figurative language. ● Incorporate textual evidence. ● Analyze the effectiveness of the textual evidence. ● Use revision strategies to refine writing. ● Use editing strategies to refine writing.
Stage 2 – Assessment Evidence	

Performance Tasks:

Thematic Analysis:

In an approximately three page essay, students identify and analyze a central theme of a summer reading text. Be sure to discuss how the author utilizes literary devices such as characterization, symbolism, conflict in an effort to construct theme. The essay should establish a clear thesis and then work to validate and substantiate it. Each novel addresses the American identity.

The writing will be assessed using writing rubrics along with written feedback.

Other Evidence (Alternate Assessments):

- In-class writings
- Small and large group discussion
- Reading logs
- Presentations
- Socratic seminars
- Tests/Quizzes
- Informal writing assignments

Stage 3 – Learning Plan

Over the course of this unit, students will explore the reasons why people immigrate to the United States and how their American identities are formed. They are asked the question: What is an American? The definition is complex and ever-changing. Students will read, discuss, and analyze a variety of nonfiction and fiction texts that explore this idea.

In addition to the assigned texts, students will listen and engage with the StoryCorps website and podcast where everyday people interview important people in their lives about their experiences as Americans. Students respond to several self-selected stories from the StoryCorps website and/or podcast, and then they discuss and share the stories with their classmates. Eventually, students will record their own StoryCorps story via their app, share it with their classmates, and have it archived in the Library of Congress. By doing so, students participate in a nationwide event, The Great Thanksgiving Listen, which allows them to **explore 21st century learning** and technology.

After exploring the lives of prominent and everyday Americans, students will write a literary analysis essay about a theme in one of the texts studied. These texts address the American identity in a variety of ways. Since students will write a literary analysis focused on theme, they should consider when and how does the author perpetuate society's norms? When and how does the author challenge that set of norms? What themes are communicated about society through these decisions? Students will address a theme based on a societal norm, including, but not limited to, race, gender, social class, and religion.

Prior to writing the paper, students will work in groups with a mentor text to understand how to analyze and evaluate the literary devices used by authors. Students will also work with partners to revise and edit the first drafts of the papers. I will also meet with students to monitor their progress and address any concerns they have as readers and writers.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gifted & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshoping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

504s: accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

SPED: accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic

Unit 2 ENGLISH 11/HONORS

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & 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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</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</p> <p>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.)</p> <p>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.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</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 ● 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) ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

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 inferentially, including determining where the text leaves matters uncertain.

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.

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.

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).

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.

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

- 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
- 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
- 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
- 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>to the power, persuasiveness or beauty of the text.</p> <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.11-12.2. 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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <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 <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>L.11-12.1. Demonstrate command of the conventions of standard English grammar and</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 ● 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 ● 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 ● 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
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<p>usage when writing or speaking.</p> <p>L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<ul style="list-style-type: none"> ● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking
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Unit 2 ENGLISH 11/HONORS

Stage 1 – Desired Results

UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)
<p>Song of Myself: Individuality, Conformity, and Society</p> <p>While society is composed of individuals, the individual’s role varies based on point of view and situation. Sometimes there is tension between what is good for society and what is good for the individual. On those occasions, we have to decide what to do, and the answer is not always simple. This unit addresses the role of the individual in society. Why do people conform, and why do others choose not to conform? What happens as a result of these choices? How has civil disobedience influenced America?</p>	<p>Possible materials may include:</p> <ul style="list-style-type: none"> ● Excerpts from “Nature” and “Self-Reliance” by Ralph Waldo Emerson ● Excerpts from <i>Walden</i> by Henry David Thoreau ● “Civil Disobedience” by Henry David Thoreau ● “Letter from a Birmingham City Jail” by Dr. Martin Luther King, Jr. ● Excerpt from <i>My Bondage and My Freedom</i> by Frederick Douglass ● “Song of Myself” by Walt Whitman ● “The Negro Speaks of Rivers” by Langston Hughes ● “The History Teacher” by Billy Collins ● “On the Rainy River” from <i>The Things They Carried</i> by Tim O’Brien ● <i>The Adventures of Huckleberry Finn</i> by Mark Twain ● “anyone lived in a pretty how town” by e.e.cummings ● Excerpt from <i>Moby Dick</i> by Herman Melville

UNDERSTANDINGS

<p>Students will understand that...</p> <ul style="list-style-type: none"> ● The tension between the individual and society has shaped American literature and values. ● Civil disobedience has had a great impact on many facets of American society. ● People decide to conform or not to conform for a variety of complex reasons. ● Literature can be used to highlight social and political issues. ● Literary themes remain relevant throughout time periods. 	
Students will know...	Students will be able to...
<ul style="list-style-type: none"> ● Authors use specific strategies to build an argument. 	<ul style="list-style-type: none"> ● Determine the theme of texts through the analysis of literary devices.

- Specific strategies have specific effects on an audience’s reception of an argument.
- Writing requires appropriate organization and style based on purpose and audience.
- Writing can convey complex ideas, concepts, and information clearly and accurately.

- Analyze and evaluate an author’s use of character development and motivation.
- Analyze and evaluate an author’s use of conflict.
- Analyze and evaluate an author’s use of symbolism.
- Incorporate textual evidence from the novel.
- Evaluate scholarly articles about the novel.
- Incorporate textual evidence from the scholarly articles.
- Analyze texts from a variety of literary perspectives.
- Analyze the effectiveness of the textual evidence.
- Use revision strategies to refine writing.
- Use editing strategies to refine writing.

Stage 2 – Assessment Evidence

Performance Tasks:

Literary Research Paper:

Identify and analyze the theme of a significant/important American text studied. This paper is essentially the same assignment as the literary/thematic analysis completed earlier in the year, except now students are allowed (and expected) to utilize outside, scholarly research. The essay should focus not only on identifying the theme of the text, but on explaining how the author has utilized a variety of literary devices (symbolism, characterization, conflict, etc.) to construct the theme in question.

The writing will be assessed using writing rubrics along with written feedback.

Other Evidence (**Alternate Assessments**):

- In-class writings
- Small and large group discussion
- Reading logs
- Presentations
- Socratic seminars
- Tests/Quizzes
- Informal writing assignments

Stage 3 – Learning Plan

Over the course of this unit, students will explore the tensions that arise when individuals do not conform to society’s expectations. In particular, students will study writings where prominent writers strive to change society through their writings. Students will read 19th century writers such as Thoreau and Emerson and compare their theoretical ideas to social activists such as Dr. King. Students will engage with these texts in small group discussions as well as in a Socratic seminar.

Students will also engage with and analyze additional contemporary texts to evaluate how the themes addressed in the 19th century are still relevant today. From one of the studied texts, students will select a theme to explore in a research paper which will incorporate scholarly research to support the students’ analysis and evaluation of the texts. This paper harkens back to the literary analysis from the first quarter and will further strengthen students’ understanding of literary devices as well as reinforce their understanding of how authors either perpetuate or challenge society’s norms.

Students will also work with partners to revise and edit the first drafts of the papers. I will also meet with students to monitor their progress and address any concerns they have as readers and writers.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

504s: accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.

- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

SPED: accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic

Unit 3 ENGLISH 11/HONORS

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & 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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</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</p> <p>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.)</p> <p>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.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</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 ● 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) ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

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 inferentially, including determining where the text leaves matters uncertain.

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.

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.

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).

RI.11-12.5. Analyze and evaluate the effectiveness of

- 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
- 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
- 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
- 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>the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p> <p>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.</p> <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.11-12.2. 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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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> <p>W.11-12.9. Draw evidence from literary or</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 ● 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 ● 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 ● 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
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informational texts to support analysis, reflection, and research.

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 *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2. 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.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and

- Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking
- 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
- Engage as an active listener and participant
- Consider and assess the speaker, argument, organization, diction, and tone
- 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

nuances in word meanings.			
Unit 3 ENGLISH 11/HONORS			
Stage 1 – Desired Results			
UNIT SUMMARY		CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>American Dreams and Nightmares</p> <p>The American dream is a concept that has inspired Americans since the dawn of America - it is the promise of life, liberty, and the pursuit of happiness. What is the American dream? To what extent is the American dream achievable by all? What values does it reflect? What happens when we find ourselves alienated from American society or see ourselves as being different from some societal norm? Do we make changes or do we reject that aspect of society’s norms and choose to be different? What role can we personally play in using arguments to affect change?</p>		<p>Possible materials may include:</p> <ul style="list-style-type: none"> ● “A Dream Deferred” by Langston Hughes ● <i>Between the World and Me</i> by Ta-Nehisi Coates ● “Chasin’ the Gram” by D. Watkins ● “The Veldt” by Ray Bradbury ● “Is Google Making Us Stupid?” by Nicholas Carr ● <i>American Dreams: Then and Now</i>, an NPR series ● “The Story of an Hour” by Kate Chopin ● “The Life You Save May Be Your Own” by Flannery O’Connor ● Excerpts from <i>Invisible Man</i> by Ralph Ellison ● “Desiree’s Baby” by Kate Chopin ● <i>The Catcher in the Rye</i> by J. D. Salinger ● <i>The Color of Water</i> by James McBride ● <i>This American Life</i> podcast and website 	
UNDERSTANDINGS			
<p>Students will understand that...</p> <ul style="list-style-type: none"> ● The American Dream has a distinct influence on American literature and society. ● Authors use specific strategies to build an argument. ● Authors’ points of view or cultural experiences are reflected through the work of literature. ● Specific strategies have specific effects on an audience’s reception of an argument. ● Writing requires appropriate organization and style based on purpose and audience. 			
Students will know...		Students will be able to...	
<ul style="list-style-type: none"> ● The ways that authors use language to create tone and develop characterization throughout a story. ● Analysis (explicit and inferred) must be supported by textual evidence. ● Texts have more than one theme. ● Symbolism can communicate theme and mood. ● The techniques of characterization. 		<ul style="list-style-type: none"> ● Read, discuss and analyze a text in large and small group settings. ● Identify major themes in a text and how the text develops and complicates these themes. ● Compare at least two different literary works and analyze how they explore related themes. ● Compare and relate characters’ motivations and interactions in the text to their own daily lives. 	

- Analyze and evaluate a text for characterization and tone.
- Support a claim with relevant textual examples.
- Draw inferences from textual evidence to support a claim.
- Analyze texts from a variety of literary perspectives.
- Understand how literature and art can be a reaction to the time period or historical events.

Stage 2 – Assessment Evidence

Performance Tasks:

Creating and Sharing Podcasts:

Students live in a digital world and with the prevalence of cell phones, they have access to information instantaneously and in formats besides the written word. After reading a novel, students will select a prevalent theme from the novel and outline, write, record, and share a podcast about their selected theme/area of interest. The podcasts will be compiled online and listened to by the class.

The podcast will be assessed using a rubric as well as student and teacher feedback.

Other Evidence (Alternate Assessments):

- In-class writings
- Small and large group discussion
- Reading logs
- Presentations
- Socratic seminars
- Tests/Quizzes
- Formal and informal writing assignments

Stage 3 – Learning Plan

Over the course of this unit, students will explore what happens when people feel alienated by society and are unsure how to affect change. While most Americans are in search of their American Dream, what conditions and situations prevent some Americans from achieving it? Students will read a variety of texts, including a novel, that show the difficulties some Americans face in realizing their dreams.

Students will listen and respond to episodes of two National Public Radio shows, *This American Life* and *American Dreams: Then and Now*. Their episodes address the studied themes as well as demonstrate the elements of a podcast episode.

Ultimately, students will create a podcast that analyzes a prevalent theme from a novel. While students will continue to reinforce their understanding of theme and other literary devices, the podcast will allow them to incorporate contemporary research and information as well as music and narration techniques. By creating a podcast, students will engage with and **explore 21st century learning** and technology.

Throughout the readings and the podcast creation process, students will work in collaborative groups. I will also meet with students to monitor their progress and address any concerns they have as readers, writers, and producers.

Prior to writing the paper, students will work in groups with a mentor text to understand how to analyze and evaluate the literary devices used by authors. Students will also work with partners to revise and edit the first drafts of the papers. I will also meet with students to monitor their progress and address any concerns they have as readers and writers.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences

Addressed by Planned Differentiation and Interventions listed below

Formal and informal assessments; written and verbal feedback; peer- and self-assessment

Re-teach, small group instruction, review directions, conferences

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understandings. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshopping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

504s: accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

SPED: accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic

Unit 4 ENGLISH 11/HONORS

Content & Practice Standards	Interdisciplinary Standards	Critical Knowledge & 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>RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</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</p> <p>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.)</p> <p>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.</p>	<p>NJSLS SS 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>NJSLS SS 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>NJSLS SS 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</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 ● 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) ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction

RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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.

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 inferentially, including determining where the text leaves matters uncertain.

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.

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.

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).

RI.11-12.5. Analyze and evaluate the effectiveness of

- 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
- 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
- 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
- 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>the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>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.</p> <p>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.</p> <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.11-12.2. 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.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, 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> <p>W.11-12.9. Draw evidence from literary or</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 ● 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 ● 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 ● 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
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informational texts to support analysis, reflection, and research.

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 *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2. 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.

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.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and

- Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling
- Apply knowledge of language to comprehend more fully when reading, listening, or speaking
- 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
- Engage as an active listener and participant
- Consider and assess the speaker, argument, organization, diction, and tone
- 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

nuances in word meanings.		
Unit 4 ENGLISH 11/HONORS		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<p>The American Imagination</p> <p>As students navigate American society, how do they proceed? How do they imagine themselves as individuals? How does their power of imagination aid them in formulating who they desire to be? In the process of discovering themselves, how do they relate to their families, their communities, and to American society? To what extent is each relationship important? How do their personal journeys shape who they become?</p>	<p>Possible materials may include:</p> <ul style="list-style-type: none"> • A variety of 19th and 20th Century poetry (Poe, Dickinson, Whitman, Stevens, Williams, etc). • <i>The Moth</i> podcast and website • <i>This American Life</i> podcast and website • Excerpt from “The Woman Warrior” by Maxine Hong Kingston • “Mother Tongue” by Amy Tan 	
UNDERSTANDINGS		
<p>Students will understand that...</p> <ul style="list-style-type: none"> • Authors often provide insights about human experience and inner life through fictional means. • Writers use a variety of stylistic techniques to engage and persuade their readers. • Literary themes remain relevant throughout time periods. • Literature can be used to highlight social and political issues. 		
Students will know...	Students will be able to...	
<ul style="list-style-type: none"> • The effective characteristics of a narrative. • The key elements of a narrative. • There may be a dual role of the narrator as a character and as a storyteller. • An author’s particular point of view or cultural experience is reflected through the work of literature. • The ways that authors use language to create tone and develop characterization throughout a story. 	<ul style="list-style-type: none"> • Analyze and evaluate the impact of the author’s literary choices in a memoir. • Apply effective narrative techniques including but not limited to reflection and descriptive language in writing. • Cite textual evidence to support the analysis of what the text says explicitly and what is inferred. • Determine an author’s point of view and purpose for writing the text • Use the literary techniques studied in the creation of a memoir. • Use revision and editing strategies to refine writing. • Determine the tone appropriate for a memoir. 	
Stage 2 – Assessment Evidence		
<p>Performance Tasks:</p> <p>Memoir Study – Analysis and Writing:</p> <p>Read and/or listen to a variety of memoirs that convey the different cultural experiences of being an American. Then, in writing, discern what</p>	<p>Other Evidence (Alternate Assessments):</p> <ul style="list-style-type: none"> • In-class writings • Small and large group discussion • Reading logs 	

makes these memoirs effective and powerful. By doing so, students will be prepared to craft their own memoirs. Students may also have the opportunity to present these memoirs.

- Presentations
- Socratic seminars
- Tests/Quizzes
- Formal and informal writing assignments

Stage 3 – Learning Plan

Over the course of the year, students have explored how American identities are formed. This particular unit will address their places in society. After engaging with and analyzing a variety of memoirs, students will imagine and formulate their place in American society.

In addition to the assigned texts, students will listen and engage with *The Moth* website and podcast that provides rich personal narratives. Students respond to several self-selected stories from the website and/or podcast, and then they discuss and share the stories with their classmates. Eventually, students will record and/or perform their own Moth-style story which examines who they are as Americans and, more importantly, as individuals. Also this activity allows them to **explore 21st century learning** and technology.

Prior to their recordings or performances, students will work in groups to discuss and analyze the memoirs studied to recognize the effective writing and speaking strategies the authors employed. Students will also work in small groups to assess and prepare each other’s writings for publication/performance. I will also meet with students to monitor their progress and address any concerns they have as readers and writers.

PROGRESS MONITORING

Formative assessments, teacher observation, student conferences
 Addressed by Planned Differentiation and Interventions listed below
 Formal and informal assessments; written and verbal feedback; peer- and self-assessment
 Re-teach, small group instruction, review directions, conferences

Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students

Gifted & Talented:

- Provide independent projects based on student choice.
- Explore additional works by an author.
- Research and teach a lesson.

Tier I:

- Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.
- Provide further strategies and examples of successful writings. Collaborative workshoping and revising.
- Evaluate understandings through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.

Tier II:

- Personalize work to ensure maximum interest and achievement.
- Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.

Tier III:

- Involve parents and counselors if needed, as needed.
- Provide individualized, one-on-one support, as well as supplemental work based on individual areas of writing weakness to improve low assignment scores.

ELL:

- Incorporate visual cues
- Engage in group work
- Utilize ELL resource teacher
- Allow scaffolding with the native language
- Address culturally unique vocabulary
- Use sentence frames to provide practice with academic language
- Pre-teach
- Research the cultural background of student

504s: accommodations as per each individual 504 plan, which may include

- Extended time on assignments, tests, and quizzes.
- Small group for testing to allow for breaks and extra time.
- Assist with written notes.
- Provide audiobooks, whenever possible.
- Preferential seating, away from distractions and close to teacher.
- Allow student “thinking” time when asking questions.
- Student permitted to take breaks, as needed.
- Meet with counselor or other core content teachers for communication about student.
- Keep open communication with parents

SPED: accommodations individualized for each student as needed, possibly including

- behavior modification strategies
- reduced/ smaller amount of text/ writing assignment
- additional support or reinforcement
- alternate/ simplified assignment related to topic
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