



English 11



Grade 11 English Language Arts | District High School | 2014-2015

Thursday, October 23, 2014, 1:30PM



Standards & Benchmarks

Unit 1: Course Foundation (ERWC Module - Rhetoric)

(Week 1, 3 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Informational Text Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- 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.

Craft and Structure

- 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). (See grade 11–12 Language standards 4–6 for

Text Support

Informational Focus: Course Foundations - Rhetoric and Argument (ERWC Module)

Length: 3 weeks

Instructional Focus/Foundational Skills:

- Reading
 - Evaluating intricate arguments
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Improving writing over multiple drafts

Required Texts:

- *"Three Ways to Persuade," John R. Edlund*
- *"A Change of Heart about Animals," Jeremy Rifkin*
- *"Hooked on a Myth: Do Fish Feel Pain?" Victoria Braithwaite*
- *"Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?" Ed Yong*

Learning Plan:

TEXT - "*Three Ways to Persuade***"**

- **Activity 1: Getting Ready to Read (Quickwrite or Skit) TE pp. 3-4**
- **Activity 2: Exploring Key Concepts TE pp. 5**
- **Activity 3: Exploring the Concept of "Persuasion" TE pp. 5-6**

TEXT - "*A Change of Heart about Animals***"**

- **Activity 4: Surveying the Text TE p. 7 (RI**

Resources

 [ERWC Login Page \(Note: Module can be found in Grade 12: Rhetoric of the Op-Ed Page\)](#)

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additional expectations.) CA

- 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.11-12.5a Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
- 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.

Integration of Knowledge and Ideas

- 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Writing Text Types and Purposes

- 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.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an

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5a)

- **Activity 5: Making Predictions and Asking Questions TE pp. 8-9** (RI 5a and SL 1)
- **Activity 6: Understanding Key Vocabulary TE pp. 9-10** (L 4a, 4b, 4c and 4d; L 6)
- **Activity 7: Reading for Understanding TE pp. 11-12** (RI 1)
- **Activity 8: Considering the Structure of the Text TE pp. 12-16** (RI 5; SL 1)
- **Activity 9: Noticing Language TE pp. 16-18** (RI 4; L 4a, 4b)
- **Activity 10: Annotating and Questions the Text TE p. 18** (RI 2; SL 1)
- **Activity 11: Analyzing Stylistic Choices - Loaded Words: Language That Puts a Slant on Reality TE pp. 19-20** (RI 4; L 3a, 5a, 5b)
- **Activity 12: Questions about the Rifkin Article TE p. 20-21**
- **Activity 13: Summarizing and Responding TE p. 21** (RI 2; W2 and 10)
- **Activity 14: Thinking Critically TE pp. 22-23** (RI 1, 3, 5, 6; SL 1a, 1b, 1c, 1d)

TEXT - "Hooked on a Myth: Do Fish Feel Pain?"

- **Activity 15: Surveying the Text TE p. 24** (RI 5a)
- **Activity 16: Understanding Key Vocabulary TE p. 25** (L 4c, 4d, 6)
- **Activity 17: Reading for Understanding TE p. 26** (RI 1)
- **Activity 18: Considering the Structure of the Text - Descriptive Outline TE pp. 26-27** (RI 5; SL 1)
- **Activity 19: Analyzing Stylistic Choices TE p. 27**(RI 4;L 3a, 5a, 5b)
- **Activity 20: Summarizing and Responding (Quickwrite) TE p. 28** (RI 2; W 2, 10)

TEXT - "Of Primates and Personhood: Will According Rights and 'Dignity' to Nonhuman Organisms Halt Research?"

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- organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- W.11-12.1b 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.
 - W.11-12.1c 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.
 - W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.
 - W.11-12.1f Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).
 - 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.11-12.2a Introduce a topic or

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- **Activity 21: Reading for Understanding TE p. 29** (RI 1)
- **Activity 22: Noticing Language - Vocabulary TE p. 30-31** (L 1a, 1b)
- **Activity 23: Analyzing Stylistic Choices - Representing Relationships and Positions TE pp. 31-32** (RI 4; L 3a, 5a, 5b; SL 1)
- **Activity 24: Summarizing and Responding (Quickwrite) TE p. 32** (RI 2; W 2, 10)
- **Activity 25: Thinking Critically - Defining Personhood TE p. 33** (RI 1, 3, 5, 6; SL 1)
- **Activity 26: Reflecting on Your Reading Process TE p. 34**

Connecting Reading to Writing

- **Activity 27: Considering the Writing Task - Letter to the Editor TE pp. 35-36** (W 5)
- **Activity 28: Considering the Writing Task - Essay Assignment TE p. 36-37** (W 5)
- **Activity 29: Taking a Stance - Letter to the Editor TE pp. 37-38** (W 5, 9; SL 1)
- **Activity 30: Taking a Stance (Animal Bill of Rights) TE p. 38** (W 5, 9; SL 1)
- **Activity 31: Trying on Words, Perspectives, and Ideas TE p. 38-39** (W 5, 9; SL 1)
- **Activity 32: Gathering Evidence to Support Your Claims TE pp. 39-40** (RI 7; W 7, 8, 9)
- **Activity 33: Quote, Paraphrase and Respond TE p. 40** (RI 7; W 7, 8, 9)
- **Activity 34: Getting Ready to Write TE p. 40** (W 5 and 10)

Writing Rhetorically

- **Activity 35: Composing a Draft TE p. 41** (W 1, 2, 4, 9, 10)
- **Activity 36: Considering Structure TE pp. 41-43** (W 1a, 1b, 1c, 1e, 2a, 2b, 2c, 2d, 2f, 4, 9)
- **Activity 37: Using the Words of Others TE**

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thesis statement; 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.11-12.2b 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.11-12.2c 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.11-12.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

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

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pp. 44-46 (W 8)

- **Activity 38: Negotiating Voices TE pp. 46-47** (RI 6; W 1d, 2e; L 3)

Revising and Editing

- **Activity 39: Revising Rhetorically TE pp. 47-48** (W 1c, 1d, 1f, 2c, 2e, 4, 5; RI 1, 5, 6; SL 1)
- **Activity 40: Considering Stylistic Choices TE p. 49** (L 3a; W 1f, 2d)
- **Activity 41: Editing the Draft TE p. 49-51** (L 1a, 1b, 2a, 2b; W 5)
- **Activity 42: Responding to Feedback TE pp. 51-52** (W 5)
- **Activity 43: Reflecting on Your Writing Process TE p. 53** (W 10)

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expectations for writing types are defined in standards 1–3 above.)

- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Research to Build and Present Knowledge

- W.11-12.7 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.
- W.11-12.8 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 including footnotes and endnotes.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and

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research.

Range of Writing

- 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

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Speaking & Listening Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a 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.
- SL.11-12.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c 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.

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- SL.11-12.1d 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Language Conventions of Standard English
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2a Observe hyphenation conventions.
- L.11-12.2b Spell correctly.

Knowledge of Language

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 Apply knowledge of

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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.11-12.3a Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4a 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.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- L.11-12.4c 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, its etymology, or its standard usage.
- L.11-12.4d Verify the preliminary

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determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5a Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of 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.

- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Unit 2: Creating and Challenging America

(Week 4, 7 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Literature Key Ideas and Details

- RL.11-12.1 Cite strong and thorough

Literary Period: Colonialism, Puritanism
Informational Focus: Creating and Challenging America

Length: 7 weeks

Instructional Focus/Foundational Skills:

- Movie Clip: *The New World* with Colin Farrell (first 15 minutes of film to show different perspective on the character of John Smith)
- Movie: *The Crucible*, 1996

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textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

- 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.
- 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 /archetypes are introduced and developed).

Craft and Structure

- 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. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA
- 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

Text Support

- Reading:
 - Evaluating Intricate Arguments
 - Building American Cultural Knowledge
 - Answering Text-Dependent Questions
 - Annotating
 - Learning Academic Vocabulary in Context
- Writing:
 - to Persuade
- Research
 - Gathering Information
 - Evaluating Sources
 - Reporting findings from sources in a clear and cogent manner

Required Texts:

- **from *The General History of Virginia*, TE pp. 72-77**
- **from *Plymouth Plantation*, by William Bradford TE pp. 78-84**
- **The Iroquois Constitution TE pp. 24-26**
- ***Women and Children First*, by Alicia Crane Williams (excerpt - see resources)**
- ***The Crucible*, by Arthur Miller TE pp. 1233 - 1337**
- **Excerpt from *Speech Before the HUAC*, by J. Edgar Hoover (see resource)**

Learning Plan:

Week 1: Use text-dependent questions and annotation tools to develop academic vocabulary in context and students' ability to:

- Compare historical accounts. Understand and make evidence-based claims related to the reliability of the narrator and the effectiveness of the authors' rhetorical techniques in excerpts from *The General History of Virginia* and *Plymouth Plantation* (RI.11-12.1, RI.11-

Resources

- Red scare and HUAC video:*America in the 20th Century: The Cold War Media Rich Learning*, 2009. Full Video. *Discovery Education*. (see Discovery Education Link Below)
- McCarthyism video:*America in the 20th Century: The Cold War Media Rich Learning*, 2009. Full Video. *Discovery Education*. (see Discovery Education Link Below)
- Historical Note: J. Edgar Hoover directed the General Intelligence Division (GID) of the FBI during the red scare that followed World War I, and directed the FBI during the red scare that followed World War II. During both scares, the FBI warned of an upcoming communist revolution, coordinated by the Kremlin. In both scares, however, the threat never materialized.

-  [Hoover Speech Excerpt.docx](#)
-  [Text-Based Questions for Plymouth Plantation](#)
-  [Women and Children First.doc](#)
-  [Discovery Education](#)

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as its aesthetic impact.

- 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).

Integration of Knowledge and Ideas

- 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.)
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Informational Text Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact

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12.2, RI.11-12.3, **RI.11-12.4**, RI.11-12.5, **RI.11-12.6**, **RI.11-12.9**)

- **(BLOCK)** Continue to compare historical accounts. Develop student ability to understand the validity of primary and secondary sources by analyzing in what ways *Women and Children First* by Alicia Crane Williams corroborates the historical validity of the *Plymouth Plantation* (Bradford) piece. (**RI.11-12.1**, **RI.11-12.2**, **RI.11-12.3**, **RI.11-12.4**, **RI.11-12.9**; **W.11-12.7**; **W.11-12.9b**, **RH.11-12.6**, **RH.11-12.9**)

Week 2:

- Develop student understanding of the colonial experience by comparing and contrasting the previous three reading selections and *The Iroquois Constitution*. (**RI.11-12.1**, **RI.11-12.2**, **RI.11-12.3**, **RI.11-12.4**, **RI.11-12.9**; **RH.11-12.6**, **RH.11-12.9**)
- **(BLOCK) Group Analysis:** Groups make and support evidence-based claims regarding the colonial and puritan origins of early America as seen through the four reading selections. (**RI.11-12.1**; **W.11-12.1**, **SL.11-12.1**, **1a**, **1c**, **1d**)
- Read and analyze the Preface to *The Crucible* to understand the historical context of the play. (**RI.11-12.1**, **6**)

Week 3:

- Launch *The Crucible*. Read Acts 1-2. Use text-dependent questions and annotation tools to:
 - Develop academic vocabulary through direct instruction and in context. (**L.11-12.4**, **L.11-12.6**)
 - **(BLOCK)** Understand and make evidence-based claims related to character development. (**RL.11-12.1**, **RL.11-12.3**)
 - Make evidence-based claims

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and build on one another 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.

Craft and Structure

- 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). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
- 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 to the power, persuasiveness or beauty of the text.
- RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

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regarding emerging central themes.

(RL.11-12.1, RL.11-12.2)

- Make evidence-based claims regarding craft and structure not addressed above. **(RL.11-12.4, 5, 6)**

Weeks 4-5:

- Read and finish *The Crucible*, Acts 3-end. Use text-dependent questions to:
 - Develop academic vocabulary through direct instruction and in context. **(L.11-12.4, L.11-12.6)**
 - Revise or strengthen the evidence-based claims related to character development. **(RL.11-12.1, RL.11-12.3)**
 - Revise or strengthen the evidence-based claims regarding central themes. **(RL.11-12.1, RL.11-12.2)**
 - Revise or strengthen the evidence-based claims regarding craft and structure. **(RL.11-12.4, 5, 6)**
 - **(BLOCK)** If using the film, compare and contrast the written text and the film scenes for the topics above. **(RL.11-12.7, 9)**

Week 6:

- **Written Analysis:** Students cite the strongest evidence from the novel to analyze who is most to blame for the deaths of the innocent people during the witch trials in *The Crucible*. **(W.11-12.1, 1a, 1b, 1c, 1d, 1e, W.11-12.4)**
- **(BLOCK) Draft, Edit and Finalize the Written Analysis:** Engage students in a collaborative, question-based process to develop and strengthen their draft argumentative essays. **(W.11-12.1, 1a, 1b, 1c, 1d, 1e, W.11-12.4, W.11-12.5; SL.11-12.1; L.11-12.1, 2, 2a, 2b)**
- Analyze the rhetoric and argument of J. Edgar

Resources

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Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Writing Text Types and Purposes

- 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.11-12.1a 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.
- W.11-12.1b 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.
- W.11-12.1c 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.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which

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Hoover's *Speech Before the HUAC*. (RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6; SL.11-12.3)

- Compare Hoover's rhetoric to the events in *The Crucible*. Analyze in what ways *The Crucible* is an allegory for the red scare (McCarthyism). (RL.11-12.1, 2, 3, 9; RI.11-12.9; W.11-12.9, SL.11-12.3)

Week 7:

- **Research Project Presentation:** Divide the class into three larger groups; one for the Salem witch trials, one for the red scare, and one for the war on terrorism. In sub-groups within each larger group, students research credible texts devoted to their topic in order to develop a presentation that explains what history might teach us through each event/topic about the convergence of passion for a cause, power and misinterpreting information. The presentation must provide background information about the causes and effects of the respective event/topic and an analysis of what we can learn from it. (RI.11-12.7, W.11-12.1, 1a, 1b, 1c, 1d, 1e, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.9a; SL.11-12.2, L.11-12.1, L.11-12.2, L.11-12.2b)

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they are writing.

- W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- W.11-12.4 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.)
- 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

Research to Build and Present Knowledge

- W.11-12.7 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.
- W.11-12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- W.11-12.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
- W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Speaking & Listening Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.1a 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.
- SL.11-12.1c Propel conversations by posing and responding to questions that probe reasoning and evidence;

Text Support

Resources

Standards & Benchmarks

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.

- SL.11-12.1d 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.
- SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 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.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Language Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

2. Demonstrate command of the conventions

Text Support

Resources

Standards & Benchmarks

of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a Observe hyphenation conventions.
- L.11-12.2b Spell correctly.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- 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.

6. Acquire and use accurately a range of 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.

- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary

Text Support

Resources

Standards & Benchmarks

knowledge when considering a word or phrase important to comprehension or expression.

Unit 3: Building a Democracy (Week 11, 3 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Informational Text Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- 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.

Craft and Structure

- 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). (See grade 11–12 Language standards 4–6 for

Text Support

Literary Period: Rationalism

Informational Focus: Freedom, the Separation of Church and State

Length: 3 weeks

Instructional Focus/Foundational Skills:

- Reading:
 - Surmounting the Challenges of Complex Text
 - Evaluating Intricate Arguments
 - Making Evidence-Based Claims
 - Answering Text-Dependent Questions
 - Annotating
 - Academic Vocabulary in Context
- Writing:
 - to Persuade

Required Texts:

- **from *Sinners in the Hands of an Angry God*, by Jonathan Edwards TE pp. 108-112**
- **Speech in the Virginia Convention, by Patrick Henry, TE pp. 186-190**
- **Speech in the Convention, by Benjamin Franklin TE pp. 191-192**
- **First Amendment to the United States Constitution (see resources)**
- ***The Establishment Clause: What Does the First Amendment's Establishment Clause Really Mean?* by Tom Head (see resources - Tom Head 1st Amendment Article)**
- ***Santa Fe Independent School District vs. Doe (Supreme Court Decision, 2000) by Justice Stevens (see resources)***
- ***Santa Fe Independent School District vs. Doe (Supreme Court Dissenting Opinion, 2000) by Chief Justice Rehnquist (see resources)***

Resources

 [Jonathan Edwards Speech Resources](#)

 [Tom Head First Amendment Article](#)

 [PBS: God in America](#)

 [Santa Fe Supreme Court Decision - Justice Stevens](#)

 [Santa Fe Supreme Court Dissenting Opinion - Chief Justice Rehnquist](#)

 [First Amendment.docx](#)

Standards & Benchmarks

additional expectations.) CA

- 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 to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

- 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.
- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- 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

Text Support

Learning Plan:

Week 1:

- Do a close reading of Jonathan Edwards's sermon from *Sinners in the Hands of an Angry God*. Analyze the Puritan rhetoric and thought of the text. **(RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6)**
- **(BLOCK)** Analyze the rhetoric and argument of Patrick Henry's speech in the Virginia Convention and Benjamin Franklin's speech in the Convention. Compare Henry and Franklin's rhetoric to Edwards's. **(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.11-12.9)**
- Analyze Tom Head's article and the First Amendment to the United States Constitution to understand why the founding fathers believed it was necessary to amend the Constitution for this freedom specifically. Discuss the three different interpretations of the Establishment Clause that Head identifies in his article. **(RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, SL.11-12.1)**

Week 2:

- Explore and discuss information from the PBS: God in America website (e.g. analyze the timeline, watch clips from the video series) to better understand the struggle to define how Church and State should mix. (see link) **(RI.11-12.3, RI.11-12.7, SL.11-12.1, 2)**
- **(BLOCK)** Analyze the vocabulary, rhetoric, and argument of Justice Stevens's ruling opinion in the Supreme Court case *Santa Fe Independent School District vs. Doe*. **(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.11-12.8; L.11-12.1, 1b, 4, 4a, 4b, 4c, 4d, 5, 6)**

Week 3:

Resources

Standards & Benchmarks

Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Writing
Text Types and Purposes

- 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.11-12.1a 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.
- W.11-12.1b 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.
- W.11-12.1c 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.
- W.11-12.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Text Support

- Analyze the vocabulary, rhetoric, and argument of the Chief Justice Rehnquist's dissenting in *Santa Fe Independent School District vs. Doe*. **(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.11-12.8; L.11-12.1, 1b, 4, 4a, 4b, 4c, 4d, 5, 6)**
- **(BLOCK) Written Analysis:** Tom Head identifies three interpretations of the First Amendment Establishment Clause - separationist, accommodationist, and preferential. Write a persuasive essay in which you argue whether the Santa Fe court ruling was separationist, accommodationist or preferentialist in nature. **(RI.11-12.8; W.11-12.1, 1a, 1b, 1c, 1d, 1e, W.11-12.4, W.11-12.9b; L.11-12.1, L.11-12.2, 2b)**

Resources

Standards & Benchmarks

- W.11-12.1e Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

- W.11-12.4 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.)
- W.11-12.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses]”).

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Speaking & Listening Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners 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

Text Support

Resources

Standards & Benchmarks

formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Text Support

Resources

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Standards & Benchmarks

Text Support

Resources

- 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.11-12.4a 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.11-12.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.
- L.11-12.4c 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, its etymology, or its standard usage.
- L.11-12.4d 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

Standards & Benchmarks

6. Acquire and use accurately a range of 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.

- L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Unit 4: Roots, Rebellion and Terror

(Week 14, 4 Weeks)

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Literature Key Ideas and Details

- RL.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- 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.
- RL.11-12.3 Analyze the impact of the author's choices regarding how to

Text Support

Literary Period: Romanticism (including Transcendentalism and Gothic)

Informational Focus: The Individual, Society and Nature

Length: 4 weeks

Instructional Focus/Foundational Skills:

- Reading:
 - Analyzing Exceptional Craft and Thought
 - Gaining Insight into the Human Condition
 - Answering Text-Dependent Questions
 - Annotating
 - Academic Vocabulary in Context
- Writing:
 - to Inform

Required Texts:

Resources

Instructional Notes for the discussion of *Against Nature* by Joyce Carol Oates:

The essay is effective as literary criticism because it makes the reader think more critically about nature writing. The literary quotes Oates includes don't show the whole picture, but they do effectively add weight to her argument as well as offer counterargument. However, the structure is unclear: Oates makes many leaps and it is difficult for the reader to follow.

 [Against Nature by Joyce Carol Oates.docx](#)

 [The Black Cat Text](#)

 [Elements of Gothic](#)

 [Transcendental Thought Graphic Organizer](#)

 [Resource Article: Transcendentalism](#)

 [Characteristics of Romanticism Doc](#)

Standards & Benchmarks

develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters /archetypes are introduced and developed).

Craft and Structure

- 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. (Include Shakespeare as well as other authors.) (See grade 11–12 Language standards 4–6 for additional expectations.) CA
- 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.
- 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 eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same

Text Support

- **The Devil and Tom Walker, by Washington Irving TE pp. 240-252**
- **from Self-Reliance, by Ralph Waldo Emerson TE pp. 391-392**
- **from Civil Disobedience, by Henry David Thoreau TE pp. 412-413**
- **The Black Cat, by Edgar Allan Poe (see resources)**
- **Against Nature, by Joyce Carol Oates (see resources)**

Learning Plan:

Week 1: Romanticism

- Identify students' preconceived ideas of what it means to call something *romantic*. Compare students' ideas with the core elements of Romanticism (see Characteristics of Romanticism resource). Discuss how students' definition of *romantic* is similar to and different from Romanticism. **(L.11-12.3, 4d)**
- Analyze and discuss the five characteristics of Romanticism: What are the five characteristics of Romanticism? What were some of the basic Romantic beliefs? Are these beliefs are relevant today? Why or why not? **(SL.11-12.1, 1c)**
- Read *The Devil and Tom Walker*.
- **(BLOCK)** Make evidence-based claims related to craft - character development, narrative structure and perspective, and author's technique. **(RL.11-12.1, 2, 3, 4, 5, 6; L.11-12.3, 5)**
- Identify the elements of Romanticism in the story. Refer to the Characteristics of Romanticism handout if necessary. **(RL.9-10.1, 2, 4-6)**
- Examine the central theme and moral of the story. **(RL.11-12.2)**

Week 2: Transcendentalism

Resources



[Is It Romantic Graphic Organizer](#)

Standards & Benchmarks

period treat similar themes or topics.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Reading: Informational Text Key Ideas and Details

- RI.11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- 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.

Craft and Structure

- 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). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
- RI.11-12.5 Analyze and evaluate the effectiveness of the structure an

Text Support

- Read from *Self-Reliance* by Emerson and from *Civil Disobedience* by Thoreau to identify and understand the core elements of the intellectual movement Transcendentalism. (see TE p. 387) **(RI.9-10.1, 2, 4-6)**
- **(BLOCK)** Analyze each text for perspective, structure, meaning and argument. Summarize each text. **(RI.9-10.1-6, 8; L.11-12.3, 5)**
- Compare and contrast the elements of Romanticism and Transcendentalism as found in last week's and this week's texts. **(RI.11-12.9)**

Week 3: Gothic

- Read *Black Cat* by Poe to identify and understand core elements of the literary movement Gothic. **(RL.9-10.1, 2, 4, 5, 6)**
- Make evidence-based claims related to craft - character development, narrative structure and perspective, and author's technique. **(RL.11-12.1, 2, 3, 4, 5, 6; L.11-12.3, 5)**
- Analyze how the elements of the Gothic literary movement differ from those of Transcendentalism. **(RL.9-10.4-6, 9)**

Week 4:

- Read and annotate *Against Nature* by Joyce Carol Oates. Analyze the text for perspective, structure, meaning and argument. **(RI.9-10.1, 2, 3, 5)**
- In a class or small group discussion, address one or more of the following questions: Is this essay effective as literary criticism? Is the structure clear, engaging and persuasive? Does the author use quotations effectively to support or refute her points? (see notes in resource section) **(RI.11-12.1, 2, 3, 5; SL.11-12.1)**
- **(Block) Presentation:** Students explain the elements of Romanticism, Transcendentalism, or Gothic as found in a

Resources

Standards & Benchmarks

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 to the power, persuasiveness or beauty of the text.
- RI.11-12.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- 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) for their themes, purposes, and rhetorical features.

CA: CCCS: English Language Arts 6–12, CA: Grades 11-12, Speaking & Listening Comprehension and Collaboration

- SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and

Text Support

modern piece of text of their choice (song lyrics, poem, etc. - see resource for ideas)
(RL.11-12.1-4, SL.11-12.4, 5)

Resources

Standards & Benchmarks

expressing their own clearly and persuasively.

- SL.11-12.1c 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.

Presentation of Knowledge and Ideas

- SL.11-12.4 Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and 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.

CA: CCCS: English Language Arts 6–12, CA:
Grades 11-12, Language
Knowledge of Language
3. Apply knowledge of language to
understand how language functions in
different contexts, to make effective choices

Text Support

Resources

Standards & Benchmarks

for meaning or style, and to comprehend more fully when reading or listening.

- 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.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4d 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

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

Text Support

Resources

Unit 5: The Fractured American Identity

(Week 19, 6 Weeks)

Literary Period: Realism, Regionalism
Informational and Literary Focus: Nostalgia

Length: 6 weeks

Instructional Focus/Foundational Skills:

- Reading:
 - Analyzing Exceptional Craft and Thought
 - Gaining Insight into the Human Condition

Standards & Benchmarks

Text Support

- Answering Text-Dependent Questions
- Annotating
- Academic Vocabulary in Context
- Writing:
 - to Inform
- Research

Resources

Required Anchor Text:(Choose ONE of the following)

- *The Adventures of Huckleberry Finn*, by **Mark Twain**
- *Ethan Frome*, by **Edith Wharton**

Additional Required Texts:

Learning Plan:

Informational Focus: In Pursuit of Unhappiness (ERWC Module)

Length: 3 weeks

Instructional Focus/Foundational Skills:

- Reading
 - Evaluating intricate arguments
- Writing to Persuade
 - Considering task, purpose and audience
 - Choosing words, information, structures and formats deliberately
 - Improving writing over multiple drafts

Required Texts:

- McMahan, Darrin. "In Pursuit of Unhappiness." *New York Times*, 29 Dec. 2005. Web. 15 Sept, 2012..
- "Overall Results for Youth Inside the Church." *CenterforYouthStudies.com*. Center for Youth Studies, n.d. Web. 26 Jan. 2012.
- "Overall Results for Youth Outside the

Unit 6: ERWC - Unhappiness

(Week 25, 2 Weeks)

 [ERWC Login Page \(Note: Module can be found in Grade 10: In Pursuit of Unhappiness\)](#)

 ["Calvin Demands Euphoria" Comic](#)

Church.” CenterforYouthStudies.com.
Center for Youth Studies, n.d. Web. 26 Jan.
2012.

- Watterson, Bill. “Calvin Demands Euphoria.” Comic strip. There’s Treasure Everywhere—A Calvin and Hobbes Collection. Kansas City, MO: Andrews McMeel Publishing, 1996. 34. Print.

Learning Plan:

Prereading

Activity 1: Getting Ready to Read TE pp. 3-4

Activity 2: Getting Ready to Read - Quickwrite TE p. 4

Activity 3: Exploring Key Concepts TE p. 5

Activity 4: Surveying the Text TE p. 5 (RI.9-10.5a)

Activity 5: Making Predictions TE pp. 5-6

Activity 6: Asking Questions TE p. 7

Activity 7: SOAPStone TE pp. 7-8

Activity 8: Understanding Key Vocabulary TE pp. 8-9 (L.9-10.4a, b, c, d; 6)

Reading

Activity 9: Reading for Understanding TE pp. 9-12 (RI.9-10.1)

Activity 10: Considering the Structure of the Text- Descriptive Outlining TE pp. 13-14 (RI.9-10.5; SL.9-10.1)

Activity 11: Noticing Language TE pp. 14-15 (RI.9-10.4; L.9-10.1a, b)

Activity 12: Understanding Connotations TE pp.15-16

Activity 13: Annotating and Questioning the Text TE p. 16(RI.9-10.2)

Activity 14: Quickwrite TE p. 16

Activity 15: Analyzing Stylistic Choices TE pp. 17-18 (RI.9-10.4; L.9-10.3, 5a, b)

Postreading

Activity 16: Summarizing and Responding TE pp. 19-20 (RI.9-10.2; W.9-10.1f, 2, 10)

Activity 17: Formative Assessment TE p. 20

Activity 18: Thinking Critically TE pp. 20-23 (RI.9-10.1, 3, 5, 6, 8; SL.9-10.1a, b, c, d)

Activity 19: Reflecting on Your Reading Process TE p. 23

Connecting Reading to Writing

Standards & Benchmarks

Text Support

Resources

Activity 20: Considering the Writing Task TE pp. 24-25 (W.9-10.5)

Activity 21: Taking a Stance TE p. 25 (W.9-10.2a, 5, 9; SL.9-10.1)

Activity 22: Gathering Evidence to Support Your Claims TE p. 26 (RI.9-10.7; W.9-10.8, 9)

Activity 23: Using the Words of Others TE pp. 26-27 (W.9-10.8)

Writing Rhetorically

Activity 24: Composing a Draft TE p. 27-28 (W.9-10.1, 4, 9, 10)

Activity 25: Considering Structure TE pp. 28-29 (W.9-10.1a, b, c, e, 4, 9)

Revising and Editing

Activity 26: Reviewing the Draft and Revising Rhetorically TE pp. 29-30 (W.9-10.1c, d, 2e, 4, 5; RI.9-10.1, 5, 6; SL.9-10.1)

Activity 27: Editing the Draft TE p. 31 (L.9-10.1a, b, 2a, b, c; W.9-10.5)

Activity 28: Reflecting on Your Writing Process TE p. 32 (W.9-10.10)

Literary Period: Modernism

Informational Focus: Wealth and Poverty

Length: 6 weeks

Instructional Focus/Foundational Skills:

- Reading:
 - Surmounting the Challenges of Complex Text
 - Gaining Insight into the Human Condition
 - Answering Text-Dependent Questions
 - Annotating
 - Academic Vocabulary in Context
- Writing:
 - to Inform
- Research

Required Anchor Text:

Unit 7:
Modernism
(Week 27, 6
Weeks)

- *The Great Gatsby*, by F. Scott Fitzgerald

Additional Required Texts:**Learning Plan:**

Literary Period: Contemporary (including Post-Modernism)

Informational Focus: Women and Gender

Length: 4 weeks

Instructional Focus/Foundational Skills:

- Reading:
 - Analyzing Exceptional Craft and Thought
 - Gaining Insight into the Human Condition
 - Answering Text-Dependent Questions
 - Annotating
 - Academic Vocabulary in Context
- Writing:
 - to Persuade

Required Texts:**Learning Plan:**

Unit 8:
Contemporary
America

(Week 33, 5
Weeks)

