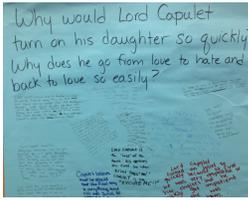
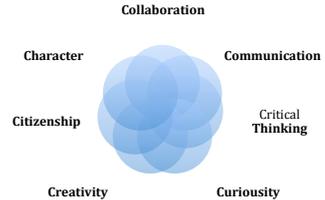


Content Area	Grades: Eleven/Twelve
<p data-bbox="178 462 798 495"><b>Language Arts: Survival and Perseverance</b></p> <div data-bbox="216 526 373 740">  </div> <div data-bbox="426 521 653 740">  </div> <div data-bbox="709 540 957 740">  </div>	<p data-bbox="1071 462 1417 495"><b>The Seven Cs of Learning</b></p> <div data-bbox="1281 540 1606 740">  </div>
Unit Titles	Length of Unit/Contact Hours
<ul data-bbox="220 860 840 901" style="list-style-type: none"> <li>• <i>Perspectives of Perseverance and Courage</i></li> </ul>	<p data-bbox="1113 860 1438 901">8-10 weeks (Quarter 1)</p>
<ul data-bbox="220 958 567 998" style="list-style-type: none"> <li>• <i>The Strength of Many</i></li> </ul>	<p data-bbox="1113 958 1438 998">8-10 weeks (Quarter 2)</p>



Strands	Grade Level Expectations
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Readers synthesize information texts to serve a specific purpose.</li> <li>• Readers know language, including syntax and grammar; influence the understanding of literary, persuasive, and informational texts.</li> <li>• Readers know that literary criticism of complex texts requires the use of analytical, interpretive, and evaluative strategies.</li> <li>• Readers know interpreting and evaluating complex texts require the understanding of rhetoric, critical reading, and analysis skills.</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>• Writers know elements of informational and argumentative texts can be refined to inform or influence an audience.</li> <li>• Writers understand that writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity.</li> <li>• Writers can bring style; detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose.</li> <li>• A writer has ideas, evidence, structure, and styles to create persuasive, academic, and technical texts for particular audiences and specific purposes.</li> <li>• Writers use Standard English conventions effectively communicate to targeted audiences and purposes.</li> </ul>
<b>Speaking and Listening</b>	<ul style="list-style-type: none"> <li>• Speakers know formal and informal settings require appropriate use of methods and audience awareness.</li> <li>• Speakers know validity of a message is determined by its accuracy and relevance.</li> <li>• Speakers know effective collaborative groups accomplish goals.</li> </ul>
<b>Research and Reasoning</b>	<ul style="list-style-type: none"> <li>• Researchers know independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes.</li> <li>• Learners know complex situations require critical thinking across multiple disciplines.</li> <li>• Learners know logical arguments distinguish facts from opinions; and evidence defines reasoned judgment.</li> </ul>

<b>Unit Title</b>	<i>Perspectives of Perseverance and Courage</i>	<b>Length of Unit</b>	Quarter 1
<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• What does it mean to be brave?</li> <li>• Are we born with courage or do we develop it?</li> <li>• How does perseverance affect an individual's journey</li> <li>• What is an individual's role in society?</li> <li>• How do a variety of source types reflect universality?</li> </ul>		
<b>Unit Strands and Standards</b>	<p>Analysis/Evaluation of Craft, Comparison of Multiple Arguments, Evaluation of Success of Multiple Arguments  <u>Reading:</u> RL.11-12.1, RL.11-12.3, RL.11-12.4, RI.11-12.1, RI.11-12.5, RI.11-12.7  <u>Writing:</u> W.11-12.1, W.11-12.4,  <u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4,  <u>Language:</u> L.11-L.11-12.4</p>		
<b>Concepts</b>	<p>Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluation of faulty arguments/truth, Synthesizing information from a variety of sources in order to draw conclusions about the universality of a thought/opinion, Evaluating a variety of opinions</p>		
<b>Academic Vocabulary</b>	<p>Task Specific Vocabulary:  Synthesis, Argumentation, Sources</p> <p>Text Specific Vocabulary:  Universality, Perspective, Multicultural, Courage, Bravery, Perseverance  Rhetorical Strategies Specific to Chosen Texts</p>		

<b>Unit Title</b>	<i>Perspectives of Perseverance and Courage</i>	<b>Length of Unit</b>	Quarter 1
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea.</li> <li>• different texts can illustrate the universality of a theme/concept.</li> <li>• critical thinkers evaluate and make judgments about the strategies authors use to convey a message.</li> <li>• one author's "truth" is a matter of perspective in comparison to another author's.</li> </ul>	<ul style="list-style-type: none"> <li>• synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text.</li> <li>• recognize the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and analyze/evaluate an author's use and refinement of a key term's connotative meaning over the course of a text.</li> <li>• apply strategies as needed in order to fully comprehend a variety of complex and challenging texts.</li> <li>• analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these or themes work together.</li> <li>• analyze how the author's use of language, organizational structures, techniques, and rhetorical devices further or detract from the author's purpose.</li> <li>• identify the similarities and differences in style, purpose, and organization of different genres of texts.</li> <li>• analyze/evaluate a work's commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period.</li> <li>• analyze/Evaluate how word choice, controlling images, and figurative language convey meaning</li> <li>• identify and analyze rhetorical devices used in an argument.</li> </ul>

<b>Assessments:</b>	Performance Task #1: Personal Narrative: theme of perseverance and courage. (Rubric) Performance Task #2: Argumentative Essay: Research, Relate and Respond (Rubric)
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ <i>Unit Implementation Guide</i></li> <li>❖ Student and Teacher Selected Articles, Speeches, Images Based on Current Events (Print/Multimedia)</li> <li>❖ Mentor Text: <i>No Turning Back</i> by Bryan Anderson and David Mack</li> </ul>

<b>Unit Title</b>	<i>The Strength of Many</i>	<b>Length of Unit</b>	Quarter 2
<b>Inquiry Questions</b> (Engaging- Debatable):	<ul style="list-style-type: none"> <li>• What is the role of an individual in society and in making a change?</li> <li>• What is the difference between individual identity, national identity, global identity, cultural identity, etc.?</li> <li>• Does violence always spark change or can peaceful protest be more powerful?</li> </ul>		
<b>Unit Strands and Standards</b>	<p>Analysis/Evaluation of Craft, Comparison of Multiple Arguments, Evaluation of Success of Multiple Arguments</p> <p><u>Reading:</u> RL.11-12.2, RL.11-12.4, RI.11-12.3, RI.11-12.7,</p> <p><u>Writing:</u> W.11-12.2, W.11-12.5, W.11-12.8, W. 11-12.9</p> <p><u>Speaking and Listening:</u> SL.11-12.1, SL.11-12.4</p> <p><u>Language:</u> L.11-12.1, L.11-12.6</p>		
<b>Concepts</b>	<p>Evaluation of how rhetorical strategies and literary devices are used to affect audiences in a variety of ways, Evaluation of faulty arguments/truth, Synthesizing information from a variety of sources in order to draw conclusions about the universality of a thought/opinion, Evaluating a variety of opinions</p>		
<b>Key Vocabulary</b>	<p>Task Specific Vocabulary: Synthesis, Argumentation, Literary Analysis</p> <p>Text Specific Vocabulary: Universality, Perspective, Multicultural, Strength, Revolution, Peaceful Protest vs. Violence Rhetorical Strategies Specific to Chosen Texts</p>		

<b>Unit Title</b>	<i>The Strength of Many</i>	<b>Length of Unit</b>	Quarter 2
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• authors pull inspiration from a variety of texts, experiences, and opinions in order to portray a unique perspective of an event or idea.</li> <li>• a variety of texts can illustrate the universality of a theme/concept.</li> <li>• critical thinkers evaluate and make judgments about the strategies authors use to convey a message.</li> <li>• one author’s “truth” is a matter of perspective in comparison to another author’s.</li> <li>• one of the roles of an audience is to critique and evaluate the effectiveness of an author’s argument in order to develop an individual opinion.</li> </ul>	<ul style="list-style-type: none"> <li>• synthesize information from context to determine or clarify nuances in word meanings in grade-appropriate text.</li> <li>• analyze/Evaluate the cumulative connotative impact of a word or phrase on the meaning and tone of a passage, and analyze/evaluate an author’s use and refinement of a key term’s connotative meaning over the course of a text and draw automatically on strategies as needed in order to fully comprehend a variety of complex and challenging texts and to apply the understanding to analyze and critique a text.</li> <li>• analyze, evaluate, and critique how multiple central ideas or themes develop in a text and how these or themes work together.</li> <li>• analyze and critique how the author’s use of language, organizational structures, techniques, and rhetorical devices further or detract from the author’s purpose</li> <li>• critique the similarities and differences in style, purpose, and organization of texts.</li> <li>• analyze/evaluate a work’s commentary and contribution to issues and ideas by comparing its theme(s) to others from the same historical period.</li> <li>• analyze/evaluate how word choice, controlling images, and figurative language convey meaning, and critique their effectiveness.</li> <li>• analyze/evaluate rhetorical devices used in an argument for their effectiveness in persuading or affecting the reader or in giving power to an argument or its meaning.</li> </ul>

<b>Assessments:</b>	Performance Task #1: Literary Analysis: Writing from a Quote Performance Task #2: Portfolio of Perspectives: History and Perspectives Portfolio
<b>Teacher Resources:</b>	<ul style="list-style-type: none"> <li>❖ Mentor Text: <i>Dispatches from the Edge</i> by Anderson Cooper and the movie <i>The Butler</i></li> <li>❖ Student and Teacher selected short stories; poems, informational texts and artwork based on student interest and need including print, visual and multimedia sources.</li> </ul>