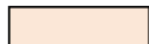




Magoffin County School's Curriculum Guide

Summer 2011

Subject Content: _____ English _____ Grade _____ 11 _____



Indicates the Curriculum Map

20 Days (Unit 1)	20 Days (Unit 2)
<p>Introduction to English 11: Persuading with Style</p>	<p>Poe's Psychological Journey of Self</p>
<p>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.</p> <p>RI.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>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.</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> <ul style="list-style-type: none"> • 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. • 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. • 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. • Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 	<p>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.)</p> <p>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).</p> <p>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.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> • Apply <i>grades 11–12 Reading standards</i> 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”). • Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”). <p>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</p>

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

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.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

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.

IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.

CURRICULUM

CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking/Listening Language Standards	Reading Standards	Writing Standards	Speaking/Listening Language Standards
<p>I CAN STATEMENTS:</p> <p>K-Explain how the themes or central ideas interact and build on one another to produce a complex account (R.L.2)</p> <p>R-Analyze how the text develops two or more central ideas or themes throughout a text (R.L.2)</p> <p>R-Interpret how the text supports the themes or</p>	<p>I CAN STATEMENTS:</p> <p>K-Recognize organizational patterns in writing (W.1)</p> <p>R-Analyze a substantive topic or text to determine if it is suitable for a written argument (W.2)</p> <p>R-Determine method to:</p> <ul style="list-style-type: none"> • introduce precise, knowledgeable claim(s) • establish significance of claim(s) • distinguish the claim (s) from 	<p>I CAN STATEMENTS:</p> <p>K-Define and identify a speaker’s:</p> <ul style="list-style-type: none"> • use of rhetoric • point of view • reasoning • use of evidence • stance • tone • choice of words • points of emphasis • links among ideas premises (S&L.3) <p>R-Evaluate a speaker’s reasoning by assessing: stance premises links among ideas</p>	<p>I CAN STATEMENTS:</p> <p>K-Identify: words and phrases figurative words and phrases connotative words and phrases words that impact meaning and tone multiple meaning words language that is fresh, engaging, or beautiful in a text (R.L.4)</p> <p>R-Determine the: meanings of words and phrases, figurative meanings of words and phrases, connotative meanings</p>	<p>I CAN STATEMENTS:</p> <p>K-Cite textual evidence to support analysis of what the text says explicitly (W.9)</p> <p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>R-Analyze key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>R-Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>P- Write an argument to support claims in an analysis of substantive topics or texts, using</p>	<p>I CAN STATEMENTS:</p>

<p>central ideas to produce a complex account of the text. (R.L.2)</p> <p>R-Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text (R.L.2)</p> <p>K-Identify aesthetic impact: (e.g., historical context emotional appeal and artistic appeal) [R.L.5]</p> <p>R-Analyze how the author's choices contribute to the: overall structure meaning aesthetic impact (R.L.5)</p> <p>R-Based on the structure of the exposition or argument:</p> <ul style="list-style-type: none"> • evaluate whether or not the points are clear • evaluate whether or 	<p>alternate or opposing claims (W.2)</p> <p>R-Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each (W.2)</p> <p>R- Analyze the knowledge level, concerns, values, and/or possible biases of the rhetorical audience (W.2)</p> <p>R-Evaluate strengths, limitations and relevance of claims and counterclaims (W.2)</p> <p>P-Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.1)</p>	<p>word choice points of emphasis tone (S&L.3)</p> <p>K-Identify words with similar denotations Recognize nuances in the meaning of words with similar meanings (L.5)</p> <p>R-Interpret figures of speech (e.g. hyperbole, paradox) [L.3]</p> <p>R-Analyze the role of figurative language within the text (L.3)</p> <p>R-Determine how figurative language impacts a text's purpose (L.3)</p> <p>R-Analyze nuances in the meanings of words with similar denotations (L.3)</p>	<p>of words and phrases as they are used in a text (R.L.4)</p> <p>R-Determine the meaning of words and phrases as they are used in a text, including: Figurative, connotative, and technical meanings (R.I.4)</p> <p>R-Analyze how an author uses and refines the meaning of a key term over the course of a text (R.I.4)</p> <p>K-Describe the historical context of (18th, 19th, or 20th century [R.L.9]</p> <p>K-Distinguish between theme and topic (R.L.9)</p> <p>R-Determine the theme or themes of foundational works of American Literature (R.L.9)</p> <p>R-Compare/contrast the treatment of similar themes and/ or topics from two or more texts from the</p>	<p>valid reasoning and relevant and sufficient evidence (W.1)</p> <p>P- Write informative/explanatory text (W.2)</p>	
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<p>not the points are convincing</p> <ul style="list-style-type: none"> evaluate whether or not the points are engaging for the reader (R.I.5) <p>R-Analyze the overall effectiveness of the structure of the exposition or argument (R.I.5)</p>			(18 th , 19 th , or early 20 th) century [R.L.9]		
<p>SubTopics Themes Expository Arguments</p> <p>Critical Vocabulary</p> <p>Themes Central Ideas Exposition Arguments</p>	<p>Sub Topics Counter Claims Valid Reasonings</p> <p>Critical Vocabulary</p> <p>Substantive Counterclaims Valid Reasoning</p>	<p>GAPS Transitional Elements</p> <p>Sub Topics Point of Emphasis Idea Premise</p> <p>Critical Vocabulary</p> <p>Rhetoric Stance Tone Point of Emphasis Idea Premise Nuances Denotation</p>	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p> <p>Four Corners</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

Anticipatory Guides Think Alouds Modeling	Dr. Whitaker Planning Sheet (i.e. Inverted Triangle)	Small Group Discussion			
Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)	Balanced Assessment: Formative Summative Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)
Resources Needed http://englishcomp.anion.com/classroom/notemaking.htm	Resources Needed http://owl.english.purdue.edu/owl/resource/747/01/ http://grammar.ccc.comnet.edu/grammar/	Resources Needed http://www.uni.edu/reinek/guidelin.htm	Resources Needed	Resources Needed	Resources Needed

27 Days (Unit 3)	20 Days (Unit 4)
<p style="text-align: center;">Looking for Zora</p>	<p style="text-align: center;">Critical Encounters with <i>The Great Gatsby</i></p>
<p>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.</p> <p>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.</p> <p>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.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p style="padding-left: 40px;">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”).</p> <p style="padding-left: 40px;">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., <i>The Federalist</i>, presidential addresses]”).</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 diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p style="padding-left: 40px;">Come to discussions prepared, having read and researched material</p>	<p>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.</p> <p>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.</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 style="padding-left: 40px;">Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p style="padding-left: 40px;">Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p style="padding-left: 40px;">Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p style="padding-left: 40px;">Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p style="padding-left: 40px;">Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p style="padding-left: 40px;">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).</p> <p>L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i>, choosing flexibly from a range of strategies.</p>

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.

Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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.

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.

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.

Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*).

Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

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).

CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking/Listening Language Standards	Reading Standards	Writing Standards	Speaking/Listening Language Standards

I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
<p>K-Distinguish between theme and topic (R.L.9)</p> <p>R-Determine the theme or themes of foundational works of American Literature (R.L.9)</p> <p>R-Compare/contrast the treatment of similar themes and/or topics from two or more texts from the (18th, 19th, or early 20th) century [R.L.9]</p>	<p>K-Identify: appropriate short and sustained research topics multiple sources on the subject of the research (W.7)</p> <p>R-Evaluate the credibility of sources Construct and refine research questions (W.7)</p> <p>R-Synthesize information from multiple sources (W.7)</p> <p>R-Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem (W.7)</p> <p>K-Recognize strengths and weaknesses of a source based on the task, purpose, and audience (W.8)</p> <p>K-Cite in standard formats (W.8)</p> <p>R-Evaluate sources by assessing strengths and weaknesses in terms of: Task, purpose,</p>		<p>K-Recognize strong and thorough textual evidence within the text (R.L.1)</p> <p>R-Interpret how the text uses ambiguity or leaves matters uncertain (R.L.1)</p> <p>R-Explain inferences drawn from the text Interpret how the text uses ambiguity or leaves matters uncertain (R.L.1)</p> <p>R-Cite strong and thorough textual evidence to support the text (explicit and inferred) [R.L.1]</p>	<p>R-Organize complex ideas and information to make important connections and distinctions (W.2)</p> <p>R-Select well-chosen, relevant, sufficient: facts definitions quotations other appropriate information examples appropriate to the audience’s knowledge of the topic (W.2)</p> <p>R-Determine appropriate use of syntax to: link major sections, create cohesion, clarify in text (W.2)</p> <p>R-Select precise language and domain specific vocabulary to manage the complexity of the text (W.2)</p> <p>P- Write informative/explanatory text [W.2]</p>	<p>K-Understand how language functions in different contexts (L.3)</p> <p>R- Apply knowledge of language to: determine how language functions in different contexts, to make effective choices for meaning or style, to comprehend more fully when reading or listening (L.3)</p> <p>R-Vary syntax for effect when writing, consulting references when needed (L.3)</p> <p>R-Apply knowledge of syntax to the study of complex texts when reading (L.3)</p>

15 Days (Unit 5)	25 Days (Unit 6)
<p align="center">Drama and Politics</p>	<p align="center">Research</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>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.)</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>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.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p> <p>SL.11-12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p>	<p>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.</p> <p>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.</p> <p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply <i>grades 11–12 Reading standards</i> 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”). Apply <i>grades 11–12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]”).</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a</p>

Analyze nuances in the meaning of words with similar denotations. <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>	command of formal English when indicated or appropriate. <i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i>
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CURRICULUM	CURRICULUM
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Reading Standards	Writing Standards	Speaking/Listening Language Standards	Reading Standards	Writing Standards	Speaking/Listening Language Standards
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I CAN STATEMENTS: K -Identify examples, such as: Satire, sarcasm, irony, and understatement from the text (R.L.6) R - Compare/contrast what is directly stated in a text (e.g., satire, sarcasm, irony, or understatement) with the implied or inferred meaning (R.L.6) R -Using the non-literal interpretation, identify the author’s point of view (R.L.6) R -Analyze how knowing the author’s point of view helps the reader identify the true meaning of the text (R.L.6) K -Identify two or more interpretations of text	I CAN STATEMENTS: R -Draw evidence from key ideas and details as support for research (W.9) R -Analyze key ideas and details in a text as evidence for support understanding of text (W.9) R -Reflect on key ideas and details in a text as evidence for support understanding of text (W.9) K -Define and identify a speaker’s: use of rhetoric point of view reasoning use of evidence stance tone choice of words points of emphasis links among ideas premises (S&L.3) R -Evaluate a speaker’s	I CAN STATEMENTS:	I CAN STATEMENTS: R -Evaluate the credibility of sources Construct and refine research questions (W.7) R -Synthesize information from multiple sources (W.7) R -Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem (W.7) R -Evaluate sources by assessing strengths and weaknesses in terms of: task purpose audience Integrate information into text to: maintain flow of ideas avoid plagiarism and overreliance on any one source (W.8)	I CAN STATEMENTS: R -Draw evidence from key ideas and details as support for research (W.9) R -Determine: supporting evidence logical organization alternative or opposing viewpoints and appropriate: development to: substance style purpose audience range of formal and perspectives (S&L.4) R -Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence (S&L.5) informal tasks (S&L.4) P -Present: information	I CAN STATEMENTS: P -Use digital media strategically in presentations to: enhance understanding add interest (S&L.5) R -Evaluate audience needs (including perceptions and misconceptions) [S&L.6] R -Analyze the situation to determine if it requires formal or informal language (S&L.) P -Adapt speech to a given context or task when speaking (S&L.6) P -Demonstrate correct language usage for spoken English (S&L.6) P -Adjust from formal to informal language as appropriate. (S&L.6)
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15 Days (Unit 7)	18 Days (Unit 8)
<p align="center">Research</p>	<p align="center">On Demand Writing</p>
<p>RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</p> <p>RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</p> <p>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.)</p> <p>SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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.</p> <p>SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>	<p>W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</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. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</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> Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p> Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p> Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p> Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p> 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).</p>

CURRICULUM			CURRICULUM		
Reading Standards	Writing Standards	Speaking/Listening Language Standards	Reading Standards	Writing Standards	Speaking/Listening Language Standards
<p>I CAN STATEMENTS:</p> <p>R-Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama (R.L.3)</p> <p>R-Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story (R.L.3)</p> <p>R-Analyze a: complex set of ideas complex sequence of events (R.I.3)</p> <p>R-Explain how specific: individual ideas events interact and develop throughout a text (R.I.3)</p>	<p>I CAN STATEMENTS:</p> <p>R-Analyze the reason for writing a piece to decide on task, purpose, audience (W.4)</p> <p>R-Determine suitable idea development strategies and/or organization style appropriate to task, purpose, and audience (W.4)</p>	<p>I CAN STATEMENTS:</p> <p>P-Present: information findings supporting evidence conveying a clear and distinct perspective so that listeners can follow the line of reasoning Include: alternative perspectives opposing perspectives (S&L.4)</p> <p>R-Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence (S&L.5)</p> <p>R-Evaluate the usefulness of digital media in presentations to add interest (S&L.5)</p> <p>R-Distinguish between formal and informal speech (S&L.6)</p> <p>R-Analyze the situation to</p>	<p>I CAN STATEMENTS:</p> <p>R-Explain how the author’s choices (setting, order of events, character change/ motivations/Interactions) relate the elements of a story or drama (R.L.3)</p> <p>R-Analyze how the decisions the author made regarding setting, order of events, etc. impacted the story (R.L.3)</p> <p>R-Analyze a: complex set of ideas complex sequence of events (R.I.3)</p>	<p>I CAN STATEMENTS:</p> <p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>P-Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (W.1)</p> <p>R-Draw evidence from key ideas and details as support for research (W.9)</p> <p>R-Analyze key ideas and details in a text as evidence for support understanding of text (W.9)</p> <p>R-Reflect on key ideas and details in a text as evidence for support understanding of text (W.9)</p>	<p>I CAN STATEMENTS:</p> <p>P-Present: information findings supporting evidence conveying a clear and distinct perspective so that listeners can follow the line of reasoning Include: alternative perspectives opposing perspectives (S&L.4)</p> <p>R-Distinguish between formal and informal speech (S&L.6)</p> <p>R-Analyze the situation to determine if it requires formal or informal language (S&L.)</p>

