

# **English 12 POR Curriculum**

Content Area: Language Arts Course(s):

Grade 12 POR Language Arts Time Period: One Academic Year

Status: Not Published

## **Statement Of Purpose**

The enclosed English curriculum is intended for Special Education students in grade 12. The first unit of the curriculum will serve as a review of basic literacy skills including literary elements, literary devices, and how to respond to the three types of comprehension questions. This review of practical literacy skills will serve as the basis for subsequent units. The second unit of the curriculum will help students distinguish between the fictional selections of Unit 1 and the nonfiction selections of Unit 2, as well as build students' background knowledge which will aid in reading comprehension of future texts. This unit will also place an emphasis on developing claims about the text, and supporting said claims with relevant evidence from the text. Unit 3 will focus on narrative writing and its different purposes, such as the personal narrative (which students can use as their college essay if needed) which will serve as the summative assessment of the unit. Unit 3 is unique in that students will recognize the literary devices that can make nonfiction text read like fiction text. In Unit 4, students will read two inspiring books: one a memoir, the other a novel. Both texts will serve as inspirations for students to conduct research regarding their own personal destinies, as the basis for the aforementioned texts address individual destinies. Unit 5 will serve as an engaging and meaningful experience of reading a Shakespearean tragedy. The substance of this unit will be based on the universality and timeliness of Shakespearean themes. Students will have the opportunity to explore how Shakespearean themes impact their own lives as well as recognize their existence in past reading selections.

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**Unit 3 - Everyone Has a Story To Tell: Gifted Hands by Dr. Ben Carson**

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# Unit 1: Reviewing & Reinforcing Fictional Elements & Literary Devices in Fictional Text & Responding Literally, Inferentially, & Critically to Literature

Content Area: **Language Arts**  
Course(s): **Grade 12 POR Language Arts Literacy**  
Time Period: **Academic Year**  
Length: **7 Weeks**  
Status: **Not Published**

## Summary of the Unit

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This unit will review and reinforce fictional elements and literary devices in short stories to aid in the comprehension of fictional text and emphasize the literary value of devices such as foreshadowing, irony, symbolism, imagery and figurative language. Additionally, a distinction between explicit and implicit meaning will be a focus as well as the value of textual evidence in support of inferences and claims made in response to critical thinking questions.

## Enduring Understandings

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- Literary devices such as foreshadowing, irony, & symbolism are deliberate and assist the reader in making inferences
- Inferencing is a skill that requires the reader to connect clues in the text with their own background knowledge
- Critical thinking is opinion-based but opinions must be rooted in the text
- Figurative language is included in text to emphasize important points and to provide clarification
- Themes are universal and implicit; they evolve gradually throughout the course of a story
- Readers can connect to text three ways: text-text, text-world, & text-self
- Text meaning is either explicit or implicit
- Implicit meaning must be validated through textual evidence

## Essential Questions

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- How does point of view impact a story/influence the reader?
- Why are textual connections a valuable part of the reading experience?
- How do a story's themes resonate with our own lives?
- How do literary devices contribute to the meaning of fictional text?
- What value does textual evidence have?

## Summative Assessment and/or Summative Criteria

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-The summative assessment for this unit on fictional text will be a 2-4 page narrative task in which students will create an original fictional story that includes all five elements of fiction (setting, characters, plot, conflict, & theme) as well as two- three literary devices (foreshadowing, irony, symbolism, imagery, figurative language).

**Resources:** Diagnostic Literary Terms Test; R.A.C.E. graphic organizer; Literary Elements/Devices Slideshow; Literary Elements/Devices Quizzes; Literary Device Scavenger Hunt; Reading Comprehension Questions; Short Stories; Fiction Writing Slideshow; Study Sync

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## **Unit Plan**

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| Topic/Selection<br>on<br>Timeframe                      | General<br>Objectives  | Instructional<br>Activities   | Benchmarks/Assessments   | Standards  |
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| Review of<br>Literary<br>Elements/Devices<br><br>5 Days | -SWBAT define<br>& recognize<br>literary<br>elements/devices<br>in fictional<br>text: point of<br>view, plot<br>structure,<br>conflict,<br>characterization<br>theme,<br>foreshadowing,<br>irony,<br>symbolism,<br>imagery &<br>figurative<br>language | Day 1<br>- Administer "Test<br>Your Literary<br>Knowledge"<br>Diagnostic" Test<br><br>-Review Test<br>Results as a Class<br><br>Days 2 & 3<br>-Present Slideshow<br>of Literary<br>Elements/Devices<br>with corresponding<br>graphic organizers<br>for notes<br><br>Day 4<br>-Kahoot Review<br>game of literary<br>elements/devices<br><br>Day 5<br>-Literary<br>Elements/Devices<br>Quiz | -Diagnostic Pre-Test<br><br>-Literary Elements/Devices<br>Quiz | L.V.11- 12.4 SL.PE.11- 12.1<br>RL.CR.11- 12.1 RL.CI.11-<br>12.2 RL.IT.11- 12.3<br>RL.TS.11- 12.4 |

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| <p>“To Build a Fire” Jack London</p> <p>10 Days</p> | <p>-SWBAT identify POV, elements of fiction &amp; key literary devices in fictional text</p> <p>-SWBAT distinguish among three types of comprehension questions: literal, inferential, &amp; critical</p> <p>-SWBAT make textual connections to the literature: text-text, text-world, &amp; text-self</p> <p>-SWBAT respond literally, inferentially, &amp; critically to the literary selections</p> <p>-SWBAT discern between weak &amp; strong textual evidence in support of claims</p> <p>-SWBAT formulate claims and</p> | <p>Days 1-3:<br/>-Read “To Build a Fire” aloud, pausing to notate POV, the five elements of fiction on a graphic organizer, &amp; monitor comprehension</p> <p>Day 4<br/>- Teacher will lead the class in color-coding one example of each: imagery, foreshadowing, symbolism &amp; irony</p> <p>Days 5 &amp; 6<br/>-Students will create visual representations of the 4 literary devices annotated in “To Build a Fire” on poster board captioned with the corresponding quote beneath each image</p> <p>Day 7<br/>- After a mini-lesson on the difference between recall &amp; inferential questions, students will work in pairs to answer 6 questions about the story: 3</p> | <p>-Recall/Inferential Questions: “To Build a Fire”</p> <p>-Critical-Thinking Question: “To Build a Fire”</p> | <p>RL.CR.11- 12.1 RL.CI.11- 12.1 RL.IT.11- 12.3<br/>RL.TS.11- 12.4 W.IW.11- 12.2 A, B, D SL.PE.11- 12.1 A, B, C, D</p> |
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|  | <p>support said claims with evidence from the text</p> | <p>recall &amp; 3 inferential questions. Review answers as a class.</p> <p>Day 8<br/>-Present a teacher-created slideshow on the components of R.A.C.E.; model for students how to respond to a critical-thinking question thoroughly, using a question based on "To Build a Fire"</p> <p>Day 9<br/>-Students will be provided with 3 critical-thinking questions about the story's themes; they must choose 1 question and respond to it by applying R.A.C.E.</p> <p>Day 10<br/>-Students will assess their own work with a rubric based on R.A.C.E and revise accordingly; teacher will meet with students 1-1 to discuss individual responses</p> |  |  |  |
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| <p>“The Landlady”<br/>Roald Dahl</p> <p>5 Days</p> | <p>-SWBAT identify POV, elements of fiction &amp; key literary devices in fictional text</p> <p>-SWBAT distinguish among three types of comprehension questions: literal, inferential, &amp; critical</p> <p>-SWBAT make textual connections to the literature: text-text, text-world, &amp; text-self</p> <p>-SWBAT respond literally, inferentially, &amp; critically to the literary selections</p> | <p>Day 1:<br/>-Read “The Landlady” aloud, pausing to notate POV, the five elements of fiction on a graphic organizer, &amp; monitor comprehension</p> <p>Day 2<br/>-Literary Device Scavenger Hunt:<br/>In pairs, instruct students to identify 1 example of foreshadowing, 2 examples of irony, &amp; 4 examples of figurative language in the story</p> <p>Day 3<br/>-In pairs, students will respond to 10 Claim/Evidence questions on a Google Form</p> | <p>-Literary Device Scavenger Hunt: “The Landlady”</p> <p>-Claim/Evidence Questions for “The Landlady”</p> <p>-1 Paragraph Critique of Film Version</p> | <p>RL.CR.11- 12.1 RL.CI.11- 12.1 RL.IT.11- 12.3<br/>RL.TS.11- 12.4 W.IW.11- 12.2 A, B, D SL.PE.11- 12.1 A, B, C, D</p> |
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| <p>“A Good Man is Hard to Find”<br/>Flannery O’Connor</p> <p>5 Days</p> | <p>-SWBAT discern between weak &amp; strong textual evidence in support of claims</p> <p>-SWBAT formulate claims and support said claims with evidence from the text</p> | <p>Day 4</p> <p>-Students will be given 3 critical-thinking questions; they must respond to 1 question by applying R.A.C.E.</p> <p>Day 5</p> <p>-Students will view the film version of “The Landlady” and write a 1 paragraph critique of it</p> <p>Days 1 &amp; 2</p> <p>-Listen to Flannery O’Connor read “A Good Man is Hard to Find” pausing to notate POV, elements of fiction, literary devices,&amp; monitor comprehension</p> <p>Day 3</p> <p>-In pairs, students will use post-its to record textual evidence for the themes of racism morality &amp;</p> <p>Day 4</p> <p>-In pairs, have students complete a characterization</p> | <p>-Critical-Thinking Question:<br/>“A Good Man is Hard to Find”</p> | <p>RL.CR.11- 12.1 RL.CI.11- 12.1 RL.IT.11- 12.3<br/>RL.TS.11- 12.4 W.IW.11- 12.2<br/>A, B, D SL.PE.11- 12.1 A, B, C, D</p> |
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| <p>“Death of a Bachelor” by Arthur Schnitzler</p> <p>5 Days</p> |  | <p>chart for the grandmother, using textual evidence to support 3 traits</p> <p>Day 5<br/>-Students will independently respond to a critical-thinking question about the grandmother’s hypocrisy using the evidence from the characterization chart to assist with R.A.C.E.</p> <p>Days 1-4<br/>-As a class, read “Death of a Bachelor” pausing to notate POV and elements of fiction</p> <p>Day 5<br/>-Critical-Thinking Question</p> | <p>-Critical-Thinking Question:<br/>“Death of a Bachelor”</p> | <p>RL.CR.11- 12.1 RL.CI.11- 12.1 RL.IT.11- 12.3<br/>RL.TS.11- 12.4 W.IW.11- 12.2<br/>A, B, D SL.PE.11- 12.1 A, B, C, D</p> |
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| Summative Evaluation:<br>5 Days | SWBAT compose an original story with the five elements of fiction and 2-3 literary devices | Day 1<br>Slideshow on Fictional Writing<br><br>Days 2 & 3<br>Story Exposition (1-2 Paragraphs)<br><br>Days 4 & 5<br>Plot (3-5 Paragraphs) | Summative Evaluation:<br>-Narrative Task | -W.3A, W.3B, W.3C, W.3D, W.3E<br>-SL1, SL2, SL5 |
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**Suggested Modifications for Special Education, ELL and Gifted Students**

*Consistent with individual plans, when appropriate.*

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used

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- Read chapter tests aloud/test orally

## Standards

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

RL.TS.11–12.4. Evaluate the author’s choices concerning the structure and the effectiveness of 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) and how they contribute to its overall structure and meaning, as well as its aesthetic impact.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic C. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. 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. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to

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evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

### **Suggested Technological Innovations/Use**

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- Effective use of digital tools assists in gathering and managing information.
- Technology is created through the application and appropriate use of technological resources.

### **Cross Curricular/21st Century Connections**

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- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures

# Unit 2: Building Background Knowledge Through Informational Text

Content Area: **Language Arts**  
Course(s): **Grade 12 POR Language Arts Literacy**  
Time Period: **Academic Year**  
Length: **6 Weeks**  
Status: **Not Published**

## **Summary of the Unit**

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This unit will emphasize the value of reading informational text, such as building a knowledge base, making connections to previously-known information, obtaining clarity, and improving vocabulary. A distinction among a selection's topic, main idea, and supporting details will be emphasized, as well as author's purpose and use of rhetorical appeals and literary devices.

## **Enduring Understandings**

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- Informational text can sometimes read like fictional text
- Literary devices such as figurative language, irony, & symbolism are not exclusive to fictional text
- Informational text can develop a readers' background knowledge and improve understanding or previously-learned topics
- Informational text can help readers obtain clarity about a local, national, or global issue
- Informational text can foster a greater appreciation within readers of a topic previously unfamiliar to them
- Informational text can contribute to readers' motivation to make a difference in society
- Truth can be stranger than fiction

## **Essential Questions**

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- -Does point of view impact a story/influence the reader?
- Why are textual connections a valuable part of the reading experience?
- -What benefit(s) does reading informational text provide?
- How do literary devices contribute to the meaning of informational text?
- How do outside sources improve a writer's claim
- What purpose do rhetorical appeals serve and when is each type most appropriate?

## **Summative Assessment and/or Summative Criteria**

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-The summative assessment for this unit on informational text will be a research-based question in response to a Pulitzer-Prize winning Washington Post article in which students will have to conduct their own research to further their understanding of the article's topic. Research materials such as approved websites will be provided for students but they will be responsible for navigating the sources and locating the necessary information to answer the question posed.

**Resources:** Essays, Newspaper Articles, Expository Reading Charts, Comprehension Questions

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## Unit Plan

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| Topic/Selecti on Timeframe  | General Objectives   | Instructional Activities   | Benchmarks/Assessments          | Standards   |
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| <p>-Introduction to Informational Text &amp; "In Praise of the F Word" by Mary Sherry</p> <p>5 Days</p> | <p>-SWBAT familiarize themselves with the characteristics of informational text</p> <p>-SWBAT compare two t types of informational text: essays &amp; articles</p> <p>-SWBAT distinguish between fictional text &amp; informational text</p> <p>-SWBAT recognize the value of literary devices in informational text</p> | <p>Day 1</p> <p>-Present slideshow on the characteristics of informational text</p> <p>Day 2</p> <p>-Introduce students to an Informational Text Graphic Organizer/clarify meaning of terms on organizer</p> <p>Day 3</p> <p>-Model for students how to fill out an informational Text Graphic Organizer</p> <p>Day 4</p> <p>-In pairs, students will complete an Informational Text Graphic Organizer based on Sherry's essay; review chart components as a class once students finish</p> <p>Day 5</p> <p>-Students will demonstrate their understanding of informational text characteristics</p> | <p>-Informational Text Quiz</p> | <p>SL.PE.11– 12.1. A. B. C. D. RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3. RI.TS.11– 12.4. RI.PP.11– 12.5. W.IW.11– 12.2. A. B.C.D.E.F.</p> |



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| <p>“The Ritual of Fast Food” by Margaret Visser</p> <p>5 Days</p> | <p>-SWBAT identify the topic, central idea, &amp; supporting details in Visser essay</p> <p>-SWBAT identify 3-4 new words learned from reading Visser essay</p> <p>-SWBAT identify 2 facts &amp; 2 opinions from Visser essay</p> <p>-SWBAT recognize 2-3 literary devices in Visser essay</p> <p>-SWBAT recognize author’s purpose &amp; tone of Visser essay</p> <p>-SWBAT discern between weak &amp; strong textual evidence in support of claims</p> <p>-SWBAT formulate claims and support said claims with</p> | <p>Days 1 &amp; 2</p> <p>-Read “The Ritual of Fast Food” aloud as a class, pausing to fill in components of Informational Text graphic organizer, &amp; monitor comprehension</p> <p>Day 3:</p> <p>- Teacher will correct the Informational Graphic Organizer with class to reinforce each characteristic of Visser essay &amp; reinforce chart’s categories</p> <p>Day 4</p> <p>-Students will demonstrate literal &amp; inferential comprehension of Visser essay through A/B Style questions: Claims &amp; Evidence</p> <p>Day 5</p> <p>-Students will respond to 1 of 3 critical-thinking questions regarding Visser essay, complete with 1-2 pieces of textual evidence &amp;</p> | <p>-A/B Style Comprehension Questions</p> <p>-Critical-Thinking Question</p> | <p>SL.PE.11– 12.1. A. B. C. D.<br/> RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3.<br/> RI.TS.11– 12.4. RI.PP.11– 12.5. W.IW.11– 12.2. A. B.C.D.E.F.</p> |
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| <p>“Where Anonymity Breeds Contempt” by Julia Zhou</p> <p>5 Days</p> | <p>evidence from the text</p> <p>-SWBAT identify the topic, central idea, &amp; supporting details in Zhou essay</p> <p>-SWBAT identify 3-4 new words learned from reading Zhou essay</p> <p>-SWBAT recognize 2 literary devices in Zhou essay</p> <p>-SWBAT recognize author’s purpose &amp; tone of Zhou essay</p> <p>-SWBAT recognize rhetorical appeal(s) in Zhou essay</p> <p>-SWBAT discern between weak &amp; strong textual evidence in support of claims</p> | <p>adhering to R.A.C.E.</p> <p>Days 1 &amp; 2</p> <p>-Read “Where Anonymity Breeds Contempt”, aloud as a class, pausing to fill in components of Informational Text graphic organizer, &amp; monitor comprehension</p> <p>Day 3:</p> <p>- In pairs, students will annotate Zhou’s essay for rhetorical appeals; as a class, discuss the effect of the appeal(s) utilized by Zhou</p> <p>Day 4</p> <p>-Students will demonstrate literal &amp; inferential comprehension of Zhou essay through A/B Style questions: Claims &amp; Evidence</p> <p>Day 5</p> <p>-Students will respond to 1 of 3 critical-thinking questions regarding Zhou</p> | <p>-A/B Style Comprehension Questions</p> <p>-Critical-Thinking Question</p> | <p>SL.PE.11– 12.1. A. B. C. D.<br/> RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3.<br/> RI.TS.11– 12.4. RI.PP.11– 12.5. WIW.11– 12.2. A. B.C.D.E.F.</p> |
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| <p>“The Clan of One-Breasted Women” by Terry Tempest Williams</p> <p>5 Days</p> | <p>-SWBAT formulate claims and support said claims with evidence from the text</p> <p>-SWBAT identify the topic, central idea, &amp; supporting details in Willimas essay</p> <p>-SWBAT identify 3-4 new words learned from reading Williams essay</p> <p>-SWBAT recognize how outside sources can support an author’s purpose</p> <p>-SWBAT recognize 2 literary devices in Williams essay</p> <p>-SWBAT recognize rhetorical appeal(s) in Williams essay</p> <p>-SWBAT discern between weak &amp; strong textual</p> | <p>essay, complete with 1-2 pieces of textual evidence &amp; adhering to R.A.C.E.</p> <p>Days 1-3:<br/>-Read “The Clan of One-Breasted Women”, aloud as a class, pausing to fill in components of Informational Text graphic organizer, &amp; monitor comprehension</p> <p>Day 4:<br/>- In pairs, students will annotate William’s essay for rhetorical appeals; as a class, discuss the effect of the appeal(s) utilized by Williams</p> <p>Day 5<br/>-Students will demonstrate literal &amp; inferential comprehension of Willimas essay through A/B Style questions: Claims &amp; Evidence</p> | <p>-A/B Style Comprehension Questions</p> <p>-Critical-Thinking Question</p> | <p>SL.PE.11– 12.1. A. B. C. D.<br/>RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3.<br/>RI.TS.11– 12.4. RI.PP.11– 12.5. W.IW.11– 12.2. A. B.C.D.E.F.</p> |
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| <p>“<br/>"It's Not<br/>Climate<br/>Change -It's<br/>Everything<br/>Change" by<br/>Margaret<br/>Atwood</p> <p>5 Days</p> | <p>evidence in<br/>support of<br/>claims</p> <p>-SWBAT identify<br/>the topic,<br/>central idea, &amp;<br/>supporting<br/>details in<br/>Atwood's article</p> <p>-SWBAT identify<br/>3-4 new words<br/>learned from<br/>reading<br/>Atwood's article</p> <p>-SWBAT<br/>recognize 2<br/>literary devices<br/>in Atwood's<br/>article</p> <p>-SWBAT<br/>respond<br/>literally,<br/>inferentially, &amp;<br/>critically to<br/>Atwood's article</p> | <p>Days 1-3<br/>-Read "It's Not<br/>Climate Change -<br/>It's Everything<br/>Change" , aloud as<br/>a class, pausing to<br/>fill in components<br/>of Informational<br/>Text graphic<br/>organizer, &amp;<br/>monitor<br/>comprehension</p> <p>Day 4<br/>- In pairs, students<br/>will respond to<br/>literal &amp; inferential<br/>comprehension<br/>questions to<br/>Atwood's article</p> <p>Day 5<br/>-In pairs, students<br/>will select 1 of 3<br/>critical-thinking<br/>questions to<br/>answer &amp;<br/>collaborate on a<br/>critical-thinking<br/>response, complete<br/>with 2 pieces of</p> | <p>-A/B Style Comprehension<br/>Questions</p> <p>-Critical-Thinking Question</p> | <p>SL.PE.11– 12.1. A. B. C. D.<br/>RI.CR.11– 12.1. RI.CI.11–<br/>12.2. RI.IT.11– 12.3.<br/>RI.TS.11– 12.4. RI.PP.11–<br/>12.5. WIW.11– 12.2. A.<br/>B.C.D.E.F.</p> |
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| <p>“How Extreme Weather is Shrinking the Planet” by Bill McKibben</p> <p>5 Days</p> | <p>-SWBAT identify the topic, central idea, &amp; supporting details in McKibben’s article</p> <p>-SWBAT identify 3-4 new words learned from reading McKibben’s article</p> <p>-SWBAT recognize 2 literary devices in Branch’s article</p> <p>-SWBAT respond to the inquiry question by conducting independent research to</p> | <p>textual evidence and adhering to R.A.C.E.</p> <p>Days 1-3</p> <p>-Read “How Extreme Weather is Shrinking the Planet” , aloud as a class, pausing to fill in components of Informational Text graphic organizer, &amp; monitor comprehension</p> <p>Days 4 &amp; 5</p> <p>-Students will independently respond to a question about the pervasiveness of children dying in hot cars by conducting research on periodical websites</p> | <p>-Summative Assessment:<br/>Research-Backed<br/>Critical-Thinking Response</p> | <p>SL.PE.11– 12.1. A. B. C. D.<br/>RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3.<br/>RI.TS.11– 12.4. RI.PP.11– 12.5. W.IW.11– 12.2. A. B.C.D.E.F.</p> |
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|  | support their claim | & websites with government domains; students will then respond to a critical-thinking question and support their answer with evidence from the aforementioned sources |  |  |
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**Suggested Modifications for Special Education, ELL and Gifted Students**

*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Begin each lesson by reviewing/reinforcing previous day's lesson through questioning techniques
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Monitor comprehension by pausing frequently clarify content and ask questions
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Read quizzes & tests aloud/test orally
- Provide verbal prompting as needed

## Curriculum Standards

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

RI.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.IT.11–12.3. Analyze the impact of an author's choices as they develop ideas throughout the text regarding a complex set of ideas or sequence of events, and explain how specific individuals, ideas, or events interact and develop.

RI.TS.11–12.4. Evaluate the author's choices concerning structure and 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.PP.11–12.5. Analyze an author's purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

## **Suggested Technological Innovations/Use**

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TECH.8.1.PA.4 Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). TECH.8.1.PA.5 Demonstrate the ability to access and use resources on a computing device. TECH.8.1.P.B Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. TECH.8.1.P.B.CS2 Create original works as a means of personal or group expression.

## **Cross Curricular/21st Century Connections**

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CRP.K-12.CRP4 Communicate clearly and effectively and with reason. CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. CRP.K-12.CRP11 Use technology to enhance productivity



# Unit 3: “Everyone Has a Story to Tell”

Content Area: **Language Arts**  
Course(s): **Grade 12 POR Language Arts Literacy**  
Time Period: **Academic Year**  
Length: **8 Weeks**  
Status: **Not Published**

## Summary of the Unit

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This unit will be based on the autobiography *Gifted Hands* by Dr. Ben Carson and focus on the theme of overcoming setbacks through perseverance and education. Upon completion of the novel, explicit instruction essay composition will take place over a two week period. It will culminate with a 4-5 paragraph personal narrative that aligns with the themes woven throughout Carson’s book.

## Enduring Understandings

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- Everyone has a story to tell
- Perseverance, hard work and education can be solutions for poverty
- Reading about others’ struggles and triumphs helps readers make text-self connections
- People are in control of their own destinies
- Change is possible
- Negative experiences can be motivating factors

## Essential Questions

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- Are people destined to stay the same their whole lives?
- To what extent do people have control over their own lives?
- To what extent do people have influence over others’ lives?
- What motivates people to change a bad situation?

## Summative Assessment and/or Summative Criteria

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-The summative assessment for this unit will be a 4-5 paragraph personal narrative based on one of four topics provided: a life-changing incident, a setback that has been overcome, an individual who has had an important impact, or a goal that is to be met.

**Resources:** Essay: “Of My Friend Hector, My Achilles Heel;” *Gifted Hands*; Personal Narrative Slideshow; Personal Narrative Graphic Organizer, Film version of *Gifted Hands*

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## Unit Plan

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| Topic/Selecti on Timeframe  | General Objectives   | Instructional Activities   | Benchmarks/Assessments  | Standards   |
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| <p>Paragraph Composition &amp; Introduction to Personal Narratives/Autobiographies /Memoirs</p> <p>“Of My Friend Hector, My Achilles Heel” by Michael Kaufman</p> <p>1 Week</p> | <p>-SWBAT identify the components of a well-developed paragraph: topic sentence, supporting sentences, concluding sentence</p> <p>-SWBAT recognize personal narratives as a non-fiction type of writing written in a literary style</p> <p>-SWBAT support a claim with evidence from the text</p> <p>-SWBAT recognize the characteristics of personal narratives: first person POV, literary devices, epiphanies, life lessons</p> | <p>Days 1-3</p> <p>Lesson on paragraph construction: topic sentence, supporting sentences, concluding sentence</p> <p>-Workshop paragraph construction based on a list of topics</p> <p>Day 4</p> <p>-As a class, read Kaufman’s article, pausing to monitor comprehension &amp; notate the characteristics of personal narratives on a graphic organizer</p> <p>Day 5</p> <p>-Students will reflect on Kaufman’s epiphany (don’t make assumptions based on stereotypes) through the completion of an independent journal prompt</p> | <p>-Journal Response, 2-3 paragraphs with textual evidence from “Of My Friend Hector, My Achilles Heel”</p> | <p>L.VL.11– 12.3. A, B, C, D<br/> -L.VI.11– 12.4. A, B, C, D<br/> RI.CR.11– 12.1. RI.CI.11– 12.2. W.IW.11 –12.2. A. B. C, D<br/> SL.PE.11–12.1. A, B, C, D.</p> |

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| <p><i>Gifted Hands</i><br/>by Ben Carson</p> <p>5 Weeks</p> | <p>-SWBAT reflect upon Kaufman’s epiphany and connect it to their own lives</p> <p>-SWBAT recognize the characteristics of the autobiography/ memoir genre</p> <p>-SWBAT familiarize themselves with the subject of <i>Gifted Hands</i><br/>- Dr. Ben Carson</p> <p>-SWBAT reflect upon Carsons’ challenges and subsequent successes</p> <p>-SWBAT make text-self connections to Carson’s life story</p> | <p>Week 1</p> <p>-Introduce students to the autobiography/ memoir genre through the presentation of a slideshow</p> <p>-Dr. Ben Carson Wequest</p> <p>-As a class, read the first four chapters of Carson’s book, pausing to check for comprehension, make connections, &amp; identify important lessons</p> <p>-Students will complete an independent journal response relating to an aspect of chapters 1-4 of Carson’s book</p> <p>Week 2</p> <p>-As a class, read chapters 5-8 of Carson’s book, pausing to check for comprehension, make connections,</p> | <p>-Journal Reflections, 1-2 Paragraphs each with textual evidence from “Gifted Hands”</p> <p>-Critical-Thinking Question &amp; A/B Style Comprehension Activity</p> <p>-Book &amp; Film Critique</p> | <p>RI.CR.11– 12.1. RI.CI.11– 12.2. W.IW.11 –12.2. A. B. C, D SL.PE.11– 12.1. A, B, C, D.</p> |
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|  |  | <p>&amp; identify important lessons</p> <p>-Students will complete an independent journal response with regard to an aspect relating to tt chapters 5-8 of Carson's book</p> <p>Week 3</p> <p>-Students will independently read chapter 9 &amp; 10 and respond to a critical-thinking question based on their independent reading</p> <p>-Read Chapters 11-13 as a class, pausing to monitor comprehension and make connections</p> <p>-In pairs, students will respond to A/B style comprehension questions on a Google Form</p> <p>Week 4</p> <p>-As a class, read chapters 13-18 as a class, pausing to monitor comprehension, make connections,</p> |  |  |  |
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|  |  | <p>and identify life lessons</p> <p>-Students will respond to a journal prompt regarding the setbacks overcome by Dr. Ben Carson &amp; life lessons to be gleaned from his book</p> <p>Week 5</p> <p>-View the movie version of <i>Gifted Hands</i>; students will compose a 2 paragraph critique of the book &amp; film upon completion of the film</p> |  |  |  |
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| <p>Personal Narratives</p> <p>2 Weeks</p> | <p>-SWBAT recognize the construction of a personal narrative: an introductory paragraph, body paragraphs &amp; a concluding paragraph</p> <p>-SWBAT recognize literary devices that add to the value of a personal narrative including, but not limited to, hyperbole, allusions,</p> | <p>Week 1</p> <p>-Introduce students to the components of a well-developed personal narrative through a slideshow and a model personal narrative, complete with literary devices</p> <p>-Revisit Kaufman's essay; as a class, annotate the essay for literary devices, candor, &amp; revelations</p> <p>Week 2</p> | <p>-Personal Narratives</p> | <p>W.NW.1 1–12.3. A, B, C, D<br/>SL.PE.11– 12.1. A, B, C, D.</p> |
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|  | <p>metaphors, rhetorical questions, anecdotes, dialogue, imagery, etc.</p> <p>-SWBAT recognize that candor, revelations, and life lessons constitute a well-written personal narrative</p> <p>SWBAT compose original personal narratives based on one of the following topics:<br/>a life-changing incident, a setback that has been overcome, an individual who has had an important impact, or a goal that is to be met.</p> | <p>-Provide students with a 5 paragraph graphic organizer and work 1-1 with students over the course of the week</p> <p>-Provide feedback to students on their completed graphic organizers prior to having them transfer the content into paragraph form</p> |  |  |  |
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## **Suggested Modifications for Special Education, ELL and Gifted Students**

*Consistent with individual plans, when appropriate.*

- Modifications for any individual student's IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Standards**

L.VL.11–12.3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. Analyze how an author or speaker uses and refines the meaning of a key term or terms over the course of a text or discussion. D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

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RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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### **Suggested Technological Innovations/Use**

TECH.8.1.PA.2 Navigate the basic functions of a browser. TECH.8.1.PA.3 Use digital devices to create stories with pictures, numbers, letters and words. TECH.8.1.PA.5 Demonstrate the ability to access and use resources on a computing device.

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### **Cross Curricular/21st Century Connections**

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CRP.K-12.CRP4 Communicate clearly and effectively and with reason. CRP.K-12.CRP4.1 Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. CRP.K-12.CRP6 Demonstrate creativity and innovation. CRP.K-12.CRP11 Use technology to enhance productivity.

9.1 21<sup>st</sup> Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

# Unit 4: “Fulfilling One’s Destiny”

Content Area: **Language Arts**  
Course(s): **Grade 12 POR Language Arts Literacy**  
Time Period: **Academic Year**  
Length: **10 Weeks**  
Status: **Not Published**

## Summary of the Unit

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This unit will begin with an inspiring memoir titled *The Last Lecture*, a relatively short but meaningful selection about fulfilling one’s dreams and overcoming life’s setbacks. The unit will then segue into the novel *The Alchemist*, with the similar theme of fulfilling one’s dreams and overcoming life’s setbacks, and will culminate with a research essay based on post-secondary goals.

## Enduring Understandings

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- Everyone has a purpose
- Goals need to be systematically planned and executed
- Sometimes sacrifice is necessary to reach the end goal
- Setbacks are a part of life
- Decisions have consequences (good & bad)
- Setbacks can provide valuable learning opportunities
- Working hard and seizing opportunities can yield positive results

## Essential Questions

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- Why are goals necessary in life?
- What strategies are effective at reaching goals?
- How does one stay motivated despite setbacks?
- How can people help one another to achieve goals and/or overcome setbacks?
- What prevents people from pursuing their dreams?
- Do people control their own fate or destiny?
- Does achieving your dreams or goals require either suffering, sacrifice, or sometimes, both?
- Is success in life dependent on the decisions a person makes?

## Summative Assessment and/or Summative Criteria

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-The summative assessment for this unit is a research-based inquiry regarding the topic of setting and meeting post-secondary goals.

**Resources:** *The Last Lecture*, *The Alchemist*, *The Five People You Meet in Heaven*, Research Slideshow, Research Graphic Organizer

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## **Unit Plan**

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| Topic/Selecti<br>on<br>Timeframe   | General<br>Objectives  | Instructional<br>Activities   | Benchmarks/Assessments  | Standards   |
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| <p><i>The Last Lecture</i> by Randy Pausch</p> <p>3 Weeks</p> <p>OR</p> <p><i>The Five People You Meet in Heaven</i></p> | <p>-SWBAT critically respond to Pausch’s life lessons</p> <p>-SWBAT make text-self connections through Pausch’s life lessons</p> | <p>Week 1</p> <p>Day 1<br/>Present anticipatory set questions to students to answer independently; discuss as a class</p> <p>Days 2-4<br/>Read the Introduction &amp; Parts I-III of memoir, pausing to monitor comprehension, make connections, and allow for shared reflection</p> <p>Day 5<br/>Students will respond to the lessons put forth in the first three parts of Pausch’s memoir through a journal response</p> <p>Week 2</p> <p>Days 1-4</p> <p>Read Parts III &amp; IV of memoir, pausing to monitor comprehension, make connections, and allow for shared reflection</p> | <p>-Journal Reflections</p> <p>-Original “Last Lecture” Slideshow</p> | <p>L.VI.11– 12.4. RI.CR.11– 12.1. RI.CI.11– 12.2. RI.IT.11– 12.3. RI.PP.11– 12.5. W.AW.11– 12.1. W.IW.11– 12.2. W.NW.11– 12.3. SL.PE.11– 12.1. SL.II.11– 12.2</p> |

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|  |  | <p>Day 5<br/>Students will respond to the lessons put forth in the parts III &amp; IV of Pausch's memoir through a journal response</p> <p>Week 3<br/>Days 1-3<br/>Read Parts V &amp; VI of memoir, pausing to monitor comprehension, make connections, and allow for shared reflection</p> <p>Days 4 &amp; 5<br/>Students will create their own "last lecture" via a slideshow</p> |  |  |  |
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| <p><i>The Alchemist</i><br/>by Paulo Coelho<br/>5 Weeks</p> | <p>-SWBAT familiarize themselves with the major conflicts, themes &amp; lessons of the novel prior to reading</p> <p>-SWBAT familiarize themselves with the novel's setting to better visualize the story &amp; enhance comprehension</p> <p>-SWBAT define and apply vocabulary terms from Part I of the novel</p> <p>-SWBAT comprehend <i>The Alchemist</i> literally, inferentially, &amp; critically</p> <p>-SWBAT interpret the meaning &amp; significance of notable quotes from the novel</p> | <p>Week 1</p> <p>Day 1<br/>Students will independently respond to anticipatory questions regarding the novel's major conflicts, themes, &amp; lessons; discuss student responses as a class</p> <p>Day 2<br/>Students will label and shade a map of the Saharan countries of Africa</p> <p>Day 3<br/>Students will view a National Geographic documentary on the history, dangers, wildlife and climate of the Sahara Desert</p> <p>Day 4<br/>Students will be introduced to vocabulary terms of Part I of the novel by viewing teacher-created</p> | <p>Quote Analysis (2)</p> <p>Two Comprehension Tests:<br/>M/C &amp; OEQ Format</p> | <p>L.VI.11– 12.4. RL.CR.11– 12.1. RL.CI.11– 12.2. RL.IT.11– 12.3. W.AW.11– 12.1. W.IW.11– 12.2. W.NW.11– 12.3. SL.PE.11– 12.1.</p> |
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| <p>“</p> |  | <p>slides with corresponding images; students will work with a partner to create contextual sentences using the newly-acquired words</p> <p>Day 5<br/>Students will reinforce their comprehension of Part I vocabulary terms by logging onto Vocabulary.com and playing review games and taking practice quizzes</p> <p>Weeks 2 &amp; 3<br/>(Part I of <i>The Alchemist</i>)</p> <p>Days 1-4</p> <p>Students will listen to Part I of the audiobook of <i>The Alchemist</i>; teacher will pause periodically to monitor comprehension, encourage text-self connections &amp; predictions</p> <p>Day 5</p> <p>Students will select one of three notable quotes from the first half of Part I and be</p> |  |  |
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|  |  | <p>instructed to explain the meaning of the quote &amp; its significance to the story; they will also explain how the quote connects to their life experience</p> <p>Day 6</p> <p>Students will review &amp; reinforce the important plot points, themes, &amp; lessons of Part I of the novel through teacher-created Kahoot game</p> <p>Days 7 &amp; 8</p> <p>Students will demonstrate literal, inferential &amp; critical comprehension of Part I of <i>The Alchemist</i></p> <p>-Day 9</p> <p>Students will be introduced to vocabulary terms of Part II of the novel by viewing teacher-created slides with corresponding images; students will work with a partner to create contextual sentences using</p> |  |  |
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|  |  | <p>the newly-acquired words</p> <p>Day 10<br/>Students will reinforce their comprehension of Part II vocabulary terms by logging onto Vocabulary.com and playing review games and taking practice quizzes</p> <p>Weeks 4 &amp; 5</p> <p>Days 1-5<br/>Students will listen to Part II of the audiobook of <i>The Alchemist</i>; teacher will pause periodically to monitor comprehension, encourage text-self connections &amp; predictions</p> <p>Day 6<br/>Students will select one of three notable quotes from the first half of Part II and be instructed to explain the meaning of the quote &amp; its significance to the story; they will also explain how the quote connects to their life experience</p> |  |  |  |
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| <p>Inquiry-Based Project</p> <p>2 Weeks</p> | <p>-SWBAT formulate a question regarding post-secondary plans that requires research to answer it thoroughly</p> <p>-SWBAT distinguish between credible &amp; non-credible sources of information</p> <p>-SWBAT recognize the importance of</p> | <p>Day 7<br/>Students will review &amp; reinforce the important plot points, themes, &amp; lessons of Part II of the novel through teacher-created Kahoot game</p> <p>Days 8 &amp; 9<br/>Students will demonstrate literal, inferential &amp; critical comprehension of Part II of <i>The Alchemist</i></p> <p>Day 10<br/>SWBAT independently respond to questions regarding their own futures and how they plan to fulfill their goals much like the protagonist in <i>The Alchemist</i><br/>Week 1</p> <p>Day 1<br/>Discuss students' responses from Friday's activity; segue into a discussion about the importance of post-secondary planning &amp; how to fulfill said plans</p> <p>Days 2 &amp; 3</p> | <p>Inquiry-Based Slideshow</p> | <p>SL.PE.11– 12.1. SL.II.11– 12.2. SL.PI.11– 12.4 SL..11– 12.5. W.WR.11– 12.5. W.SE.11– 12.6.</p> |
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|  | <p>citing references when locating information</p> <p>-SWBAT accurately cite references in MLA Format</p> <p>-SWBAT practice navigating the Internet to locate credible, accurate information</p> <p>-SWBAT use credible Internet sources to locate accurate information regarding their inquiry about post-secondary plans</p> <p>-SWBAT create a slideshow that answers their inquiry question and details how they can fulfill their post-secondary plans</p> | <p>Students will view a teacher-created slideshow on the topic of credible versus non-credible Internet sources</p> <p>Days 4 &amp; 5<br/>In pairs, students will practice using Internet sources to locate the answers to teacher-created questions regarding post-secondary plans</p> <p>Week 2</p> <p>Day 1<br/>Students will be provided with instructions and a rubric detailing the expectations for their inquiry-based slideshow</p> <p>Day 2-5<br/>Students will conduct research using Internet sources to answer the question regarding their post-secondary plan and how to fulfill it; students will create slides via Google Slides to present their findings</p> |  |  |
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**Suggested Modifications for Special Education, ELL and Gifted Students**

*Consistent with individual plans, when appropriate.*

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Begin each lesson by reviewing/reinforcing previous day’s lesson through questioning techniques
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Monitor comprehension by pausing frequently clarify content and ask questions
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Read quizzes & tests aloud/test orally
- Provide verbal prompting as needed

**Standards**

L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations. C. Analyze how the meaning of a key term or terms develops or is refined over the course of a text. D. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

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RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RI.PP.11–12.5. Analyze an author’s purpose in a text distinguishing what is directly stated in a text or through rhetoric, analyzing how style and content convey information and advance a point of view.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning 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. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WR.11–12.5. 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.SE.11–12.6. 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

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into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation (MLA or APA Style Manuals).

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

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

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.

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## **Suggested Technological Innovations/Use**

LA.WHST.11-12.6 Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.

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## **Cross Curricular/21st Century Connections**

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.4.2.IML.2: Represent data in a visual format to tell a story about the data

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (

9.4.2.TL.2: Create a document using a word processing application.

9.4.2.TL.4: Navigate a virtual space to build context and describe the visual content.



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9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes. 9.2.5.CAP.2: Identify how you might like to earn an income.

9.2.5.CAP.3: Identify qualifications needed to pursue traditional and non-traditional careers and occupations. 9.2.5.CAP.4: Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements

# Unit 5: Drama

Content Area: **Language Arts**  
Course(s): **Grade 12 POR Language Arts Literacy**  
Time Period: **Academic Year**  
Length: **6 Weeks**  
Status: **Not Published**

## Summary of the Unit

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This unit will be based on the Shakespearean tragedy of Macbeth, and emphasize the dramatic elements of tragedy as well as the timelessness and universality of the themes woven through Shakespearean dramas. Students will be able to distinguish the structural difference between novels and dramas yet the similar literary devices used in both types of fictional writing, including, but not limited to, dramatic irony, symbolism, allusions, and metaphors.

## Enduring Understandings

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- Shakespearean Themes are Timeless and Universal
- Shakespearean Tragedies Always Culminate in Death
- Human Emotions are Powerful Motivators
- Guilt Can Drive a Person To Behave Erratically
- Dramas are meant to be performed
- Literary symbols bring meaning to text and can
- Novel and dramas are both works of fiction with similarities and differences

## Essential Questions

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- To what extent should people go to reach their goals?
- Is anyone completely evil? Is anyone completely good? Or are we all a combination of good and evil?
- When is the act of revenge justified, if ever?
- What is the difference between appearance versus reality?
- What effect can a person's conscience have on their behavior?
- What value do literary symbols bring to text?
- How can novels and dramas be compared?

## Summative Assessment and/or Summative Criteria

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-The summative assessment for this drama unit will be an assortment of critical-thinking questions regarding the overriding themes in Macbeth, the effect of dramatic irony, and the elements of tragedy.

**Resources:** Dramatic Terminology Slideshow, Introduction to Macbeth Slideshow, Shakespearean Webquest, *No Fear Shakespeare*, Summative Assessment

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## Unit Plan

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| Topic/Selecti on Timeframe                                  | General Objectives   | Instructional Activities  | Benchmarks/Assessments  | Standards  |
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| <p>Introduction to Dramas &amp; Macbeth</p> <p>One Week</p> | <p>SWBAT familiarize themselves with Shakespearean dramas, particularly the elements of tragedies</p> <p>SWBAT familiarize themselves with the characters, conflicts, &amp; themes in Macbeth</p> <p>SWBAT define dramatic terms to improve comprehension of Macbeth</p> | <p>Week One</p> <p>Days 1 &amp; 2<br/>Students will work in pairs to research the answers to questions regarding Shakespearean dramas with an emphasis on tragedies</p> <p>Day 3<br/>Students will view a teacher-created slideshow on dramatic terms in preparation of reading Macbeth</p> <p>Day 4<br/>Student will independently respond to opinion-based anticipatory questions related to the conflicts &amp; themes in Macbeth</p> <p>Day 5<br/>Students will view a teacher-created slideshow to familiarize themselves with the setting, characters, and conflicts in Macbeth</p> | <p>-Shakespearean Webquest</p> <p>-Acts I, II, III, IV, &amp; V</p> <p>Quizzes</p> <p>-Theme Chart</p> <p>-Summative Assessment</p> | <p>RI.CR.11– 12.1. RI.CI.11– 12.2. W.SE.11– 12.6. SL.PE.11– 12.1. SL.II.11– 12.2. SL.PI.11– 12.4</p> |

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| <p><i>Macbeth</i></p> <p>5 Weeks</p> | <p>SWBAT comprehend the tragedy of <i>Macbeth</i> literally, inferentially, &amp; critically</p> <p>SWBAT make text-text, text-world, &amp; text-self connections while reading</p> <p>SWBAT recognize the timelessness &amp; universality of the themes appearance vs. reality, the deserve for power, the need for revenge, &amp; the impact of guilt woven through the play</p> <p>SWBAT locate textual evidence for each theme</p> <p>SWBAT demonstrate their literal, inferential &amp; critical</p> | <p>Week 1</p> <p>Days 1-5<br/>Listen and follow along to the audio version of <i>Macbeth</i>, Act I, pausing periodically to monitor comprehension, make textual connections, &amp; analyze emerging themes</p> <p>Week 2</p> <p>Day 1<br/>Watch the Two River Theatre stage performance of Act I of <i>Macbeth</i> to reinforce comprehension &amp; close comprehension gaps</p> <p>Day 2<br/>Act I Quiz on Google Form</p> <p>Days 3-5<br/>Listen and follow along to the audio version of <i>Macbeth</i>, Act II, pausing periodically to monitor</p> |  | <p>SL.PE.11– 12.1. RL.CR.11– 12.1. RL.CI.11– 12.2. RL.IT.11– 12.3. RL.TS.11– 12.4.</p> |
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|  | <p>understanding of Acts I-V individually</p> | <p>comprehension, make textual connections, &amp; analyze emerging themes</p> <p>Week 3</p> <p>Day 1<br/>Watch the Two River Theatre stage performance of Act II of <i>Macbeth</i> to reinforce comprehension &amp; close comprehension gaps</p> <p>Day 2<br/>Act II Quiz on Google Form</p> <p>Days 3-5<br/>Listen and follow along to the audio version of <i>Macbeth</i>, Act III, pausing periodically to monitor comprehension, make textual connections, &amp; analyze emerging themes</p> <p>Week 4</p> <p>Day 1<br/>Watch the Two River Theatre stage performance of Act III of <i>Macbeth</i> to reinforce comprehension &amp; close</p> |  |  |
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|  |  | <p>comprehension gaps</p> <p>Day 2<br/>Act III Quiz on Google Form</p> <p>Days 3-5<br/>Listen and follow along to the audio version of <i>Macbeth</i>, Act IV, pausing periodically to monitor comprehension, make textual connections, &amp; analyze emerging themes</p> <p>Week 5</p> <p>Day 1<br/>Listen and follow along to the audio version of <i>Macbeth</i>, Act IV, pausing periodically to monitor comprehension, make textual connections, &amp; analyze emerging themes</p> <p>Day 2<br/>Watch the Two River Theatre stage performance of Act IV of <i>Macbeth</i> to reinforce comprehension &amp; close comprehension gaps</p> |  |  |  |
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Days 4 & 5  
Summative  
Assessment

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## **Suggested Modifications for Special Education, ELL and Gifted Students**

*Consistent with individual plans, when appropriate.*

- Modifications for any individual student’s IEP plan must be met.
- Alter assignment lengths if necessary.
- Provide additional examples of annotation and the signposts.
- Allow additional time when in full class discussing for processing and discussion.
- Students should be provided with graphic organizers during annotations and discussions.
- Check for understanding by conferencing with the teacher.
- Students may choose a partner or teacher may choose a partner to work that student is comfortable with.
- Repeat and clarify any directions given.
- Allow for preferential seating within groups and the whole class.
- Modify amount of vocabulary words used
- Read chapter tests aloud/test orally

## **Standards**

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

RL.IT.11–12.3. Analyze the impact of the author’s choices as they develop ideas throughout the text 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).

W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

SL.II.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.

## **Suggested Technological Innovations/Use**

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- Effective use of digital tools assists in gathering and managing information.
- Technology is created through the application and appropriate use of technological resources.

## **Cross Curricular/21st Century Connections**

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- Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures

