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Created By: English Language Arts Curriculum Team

English Language Arts: Curriculum 11th Grade

Content Area: English Language Arts

Unit I:

- The Individual & Society

September 07, 2025 -
November 16, 2025

45 days

Unit II:

- Inner Explorations vs. Outer Expectations

November 17, 2025 -
January 31, 2026

45 days

Unit III:

- Race & Identity

February 01, 2026 -
April 18, 2026

45 days

Unit IV:

- Wisdom from Experience & Reflection

April 19, 2026 -
June 22, 2026

45 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

TEXTS

The Crucible, by: Arthur Miller

The Great Gatsby, by: F. Scott Fitzgerald

“I Am Not Proof of the American Dream”

“The American Dream is Real. I’m Living Proof” by
Angel Eduardo

“How Rock Ballads Brought My Father’s American
Dream to Life” by Hua Hsu

“Excerpt from There Will Be No Miracles Here” by
Casey Gerald

“Daymond John on hip-hop, his mom and making it
big” by Octavio Blanco

“Excerpt from Proud” by Ibtihaj Muhammad

Introduction/Philosophy

The implementation of a highly successful district-wide English Language Arts program is dependent upon support of the faculty, parents, and school administrators - adults who are active participants in reading and writing who help to foster a learning environment that is supportive of literacy development.

The intent of all curriculum and instructional efforts in the English Language Arts program should be to develop *engaged, reflective, and strategic* learners who, through real-life situations, utilizing technology, and enjoying learning, can apply their knowledge of the English Language Arts across all content areas.

One major goal of the English Language Arts program is to develop effective writers and speakers. Students who are exposed to superior writing and who listen to informative oral presentations can achieve this goal. To be able to examine writing pieces from a critical stance and to view writing as a craft is a critical perspective for students to acquire. Through guided instruction in the classroom, the teacher facilitates students' abilities to understand and to know how to use written and oral language effectively in order to enhance the communication of their ideas.

Another major goal of our English Language Arts program is for students to learn to read, view, and listen effectively in order to construct meaning. Throughout the program, students are asked to respond not only to questions that ask what they have learned as a result of engaging with learning resources, but also to queries that promote reflection upon what they are thinking as they are interacting with these processes. Through guided instruction, students are asked to "think about their thinking" and construct meaning through various modalities.

The interrelatedness of English Language Arts instruction cannot be over emphasized; reading, writing, speaking, listening, and viewing naturally can reinforce one another. Therefore, successful acquisition of one Language Arts skill supports and enhances other skills. Rich literary experiences, including exposure to fiction and nonfiction, serve as a catalyst for developing listening, speaking, reading, viewing, and writing skills.

Additionally, the New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of this course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

General Statements:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Include as an essential question for each text:
 - How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
 - Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

Materials:

- [School Climate Survey](#)
- [The-Trevor-Project-National-Survey-Results-2019.pdf](#)

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
 - B. Observe hyphenation conventions.
 - C. Recognize spelling conventions.
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Reading Domain

- 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.
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Writing Domain

- 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.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - 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 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.

Speaking & Listening Domain

- 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.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.UM.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.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Supporting and Additional Standards

Language Domain

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - B. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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 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.
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Reading Domain

- 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).
- 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.
- 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.
- 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- 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.

- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing Domain

- 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.
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Speaking & Listening Domain

- 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.

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

<p><u>Formative Assessments</u> Participation/Observations Questioning Running Records Discussion Circles Turn and Talks Anecdotal Notes Reading/Writing Checklist Demonstration of Learning (Exit Slips) Graphic Organizers/Thinking Maps Response Logs Reading Response Presentations Peer/Self Assessment Visual Representations Individual Whiteboards Student/Teacher Conferencing Rubrics Isation Screening Strategy Group</p> <p><u>Benchmark Assessments</u> Reading Unit Assessments Beginning of the Year District Benchmark Assessment Middle of the Year District Benchmark Assessment End of the Year District Benchmark Assessment</p> <p><u>Summative Assessments</u> Final Writing Drafts</p>	<p><u>Alternate Assessments</u> Teacher-created project-based assessment Alternate Running Records Discussion Circles/Socratic Seminar Turn and Talks</p>
Knowledge and Skills	
Content	Skills

Students will know...

Essential Questions

Reading (Literature & Informational):

- Why is it important to be able to find and use evidence to support inferences or conclusions we draw?
- How can we make inferences based on explicit and implicit textual evidence?
- How can we tell the difference between strong reliable evidence and insufficient or unreliable evidence?
- How does an author convey and develop themes or central ideas over the course of a text?
- What is the difference between summarizing and paraphrasing?
- How do choices the author makes, such as setting, plot development, and characterization impact the meaning or effect of a work of literature?
- How does an author develop complex characters in the course of a story and how do their traits, interactions, and motivations affect the plot?
- How does an author use words and phrases to convey tone?
- How can we determine point of view and determine the difference between what is directly stated and what is really meant?
- How does an author use irony to contribute to the meaning of the text?
- How does an author use point of view to contribute to the power, persuasiveness, or beauty of the text?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this

Students will be able to....

Objectives

Reading (Literature & Informational):

- Use evidence to support inferences and draw conclusions
- Analyze the text and draw inferences using explicit and implicit evidence.
- Determine the difference between strong and insufficient or unreliable evidence.
- Determine two or more themes or central ideas
- Analyze themes or central ideas as they develop over the course of a text.
- Write an objective summary of a text.
- Analyze and explain the choices made by the author including setting, plot development, and characterization and their impact on meaning.
- Analyze and explain the structure and sequence of an informational text and how these choices impact the meaning of the text.
- Identify tone of a text
- Explain how word choice creates tone.
- Determine and evaluate point of view
- Determine what the text actually means in cases where irony or understatement is used in a literary text.
- Determine the author's overall purpose in an informational text.
- Analyze the role and impact that tropes in characterization have on both a story and the audience
- Identify examples outside of class of either tropes or subverted tropes in a TV show of their choice
- Apply an understanding of the role tropes play in character and plot development to a future writing project.

course? Why?

- Why should readers consider an LGBTQIA+ perspective?
- Why is it important to evaluate literature through different lenses?

Speaking and Listening:

- How does preparing for and participating in various types of discussion help increase your understanding of a text or topic?
- How does referring to texts during discussion help increase the effectiveness of my responses?
- How does building on the ideas of others add to the quality of the discussion?
- Why is it important to evaluate a speaker's reasoning?
- How can I respectfully and appropriately consider and address opposing viewpoints?
- Why is it important to consider audience and purpose when speaking?
- Why is it important to use eye-contact, to speak clearly, and adapt your volume and tone to suit your audience?
- Why is it important to engage as an active listener and participant.
- Why is it important to understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary?

Writing:

- Why is it important to set a purpose for writing?
- How do authors convey real or imaginary experiences in narrative stories effectively?
- How have tropes in media and entertainment affected the way audiences see themselves and others?
- Do current examples of pop culture subvert or contribute to

Speaking and Listening:

- Effectively prepare for and participate in one-on-one, group, and teacher-led discussions.
- Refer to evidence from texts and other research when supporting answers orally.
- Draw from and build on the ideas of others in a discussion
- Evaluate whether the reasoning a speaker uses is logical and if the evidence is relevant
- Consider and address opposing viewpoints
- Use appropriate eye-contact, speak clearly, and adapt your volume and tone to suit your audience.
- Adapt speech delivery to audience and purpose
- Engage as an active listener and participant.

- Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary.

Writing:

- Set a purpose for writing
- Write a narrative by continuing a story from its ending using techniques from the author of the text used.
- Develop written responses to text-dependent questions by using evidence from the text to support answers
- Demonstrate command of Standard English when writing.
- Create and use appropriate planning templates to aid in organization.
- Plan, revise, edit, and rewrite a story utilizing revision techniques.

<p>long lists of tropes? Do some groups get more positive representation than others?</p> <ul style="list-style-type: none"> • Why is using textual evidence to support written responses to text important? • Why is it important to use Standard English conventions when writing for formal purposes? • How do graphic organizers or writing templates help to make planning an essay more effective? • How can you improve your writing by revising, editing, and rewriting a story using revision techniques? 	
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading: Cornell notes (interactive notebook) https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf Literary Cues Chart (* for each new text in interactive notebook) Performance task entered to IANB (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)</p> <p>“Where I’m From” George Ella Lyon “Mending Wall” Robert Frost https://www.poetryfoundation.org/poems/44266/mending-wall Annotating a poem https://www.youtube.com/watch?v=BTd9zEw3MmU Collaborative Discussion https://teachingcenter.wustl.edu/resources/active-learning/discussions/discussion-strategies/</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book Collections Textbook Curriculum Maps Quality Questioning by Jackie A. Walsh & Elizabeth D. Sattes Teach Like a Champion <i>By Doug Lemov</i> www.epicbooks.com www.readinga-z.com www.commonlit.org www.Kohots.org www.flocabulary.com www.newsela.com www.turnitin.com</p>

Audio Frost

<https://www.poetryfoundation.org/poems/44266/mending-wall>

Writing in the style of the author:

Construct a poem following same format as author.

Figures of speech **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Theme IANB **SKILLS** TEACHING WITH MEDIA [YouTube](#)

Imagery IANB

<https://localtvwiti.files.wordpress.com/2012/09/imag1015.jpg?quality=85&strip=all&w=1840>

Symbolism IANB **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Allusion IANB

<https://www.youtube.com/watch?v=vUMOmBxC3Cg>

<https://www.youtube.com/watch?v=VhMmJyY-DFQ>

Red Herring

<https://literarydevices.net/red-herring/#targetText=Red%20herring%20is%20a%20kind,them%20to%20make%20false%20conclusions>

https://www.youtube.com/watch?v=tQzE_cJ459s

Irony IANB **SKILLS** TEACHING WITH MEDIA [YouTube](#)

Suspense IANB **SKILLS** TEACHING WITH MEDIA

[YouTube](#)

Considering Tropes and How We Treat Characters in a Story:

This lesson will incorporate multimodal texts. Students will read short texts, watch video clips, and even look at comic book excerpts, making the concepts accessible through different formats. The jigsaw activity will also allow for interpersonal connections and teamwork, and classroom discussion will add additional opportunities for

Writing:

www.flocabulary.com

www.newsela.com

www.turnitin.com

Owl.purdue.edu

www.Writingcenter.unc.ed

SKILLS TEACHING WITH MEDIA [YouTube](#)

LGBTQ+

<https://www.glsen.org/educate/resources/curriculum>

<https://www.teach.lgbt/>

[Teaching LGBTQ-Themed Literature in English Language Art Classrooms](#)

[Breaking Down the Last Taboo: LGBT Young Adult Literature](#)

[goodreads: YA Short Stories and Collections with LGBT Themes](#)

[Six queer short stories you should read right now](#)

[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO](#)

[KNOW](#)

[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>

<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgivFwYuf3njyx9Pph4hshP29AAXSx&index=2>

<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

students to learn outside of looking at texts.

[Tropes Jigsaw Activity Stations](#)

Articles and plans GENDER ROLES

[Toxic masculinity is killing men: The roots of male trauma](#)

[The Hard, Adrenaline-Soaked Truth About 'Toxic Masculinity'](#)

[Talking to Boys the Way We Talk to Girls](#)

Documentary: [The Mask You Live In](#)

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes>

<https://www.usatoday.com/story/news/2017/09/21/gender-stereotypes-destroying-girls-and-theyre-killing-boys/688317001/>

“Where Are You Going Where Have You Been” Joyce Carol Oats

Cornell notes (interactive notebook) **IANB

<https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf>

Literary Cues Chart (* for each new text in interactive notebook)

Performance task entered to IANB (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)

Academic Vocabulary- Word Wall

<http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html>

Context clues **SKILLS** **TEACHING WITH MEDIA** [YouTube](#)

Double entry chart

[Double Entry Chart](#)

https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12

[Double entry chart with examples](#)

[Double-Entry_LearnNet_RP2_1.pdf](#)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>

<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>

<https://www.youtube.com/watch?v=PL0OBybFu2I>

<https://www.youtube.com/watch?v=WH5jlkK4aUI>

<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)

https://www.youtube.com/watch?v=Ty1A7N_tyc (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)

<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYz4>

<https://www.youtube.com/watch?v=Mlt3ggXO7l8>

<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>

<https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

<https://www.youtube.com/watch?v=pEflcz8epmE>

<https://www.youtube.com/watch?v=8Vwek28P9Gk>

[“Pied Piper of Tucson” article](#)
[Bob Dylan Lyrics](#)
 Film “Smooth Talk”
[Connie’s Tambourine Man: A New Reading of Arnold Friend Themes/Archetype triple entry chart](#)
[Historical Context/Critical Interpretations](#) (Google Slides)
[Important Terms Handout](#)
[Socratic Seminar Rubric](#)

The 1960’s https://www.youtube.com/watch?v=3qP_pwk_We4
<https://www.youtube.com/watch?v=w4guuaABdp4>
<https://www.youtube.com/watch?v=Me1n9dOM6xA>
 Article
[“Gender roles in children are set by around age 10, a new study says”](#)
 Worksheet
<https://www.wisconsinhistory.org/turningpoints/pdfs/documentanalysisworksheet.pdf>

“The LandLady” Roald Dahl
[After Reading Packet](#)
[LandLady Text Dependent Questions](#)
 Poisoners (in “After Reading Packet”)
[LandLady Film](#)
 HH HOLMES
 Spielberg foreshadowing video
[What is foreshadowing? video](#)
[Double Entry Chart](#) (use for Foreshadowing examples)
[“The LandLady” by Roald Dahl](#) (annotated version with questions and vocabulary)

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>
<https://www.youtube.com/watch?v=jahkjMYVphU>
https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>
https://www.youtube.com/watch?v=Ty1A7N_type
https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)
<https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>
<https://www.youtube.com/watch?v=hwxKSxS4hqs>
<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)
<https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)
<https://www.youtube.com/watch?v=Bf2biFNItfI>
<https://www.youtube.com/watch?v=6spWj7OI3x0>
https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>
<https://www.youtube.com/watch?v=RTtOCw8qE-I>
 (JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>

Independent Read

“A Journey” by Edith Wharton (Close reader pg. 91)

“A&P” by John Updike

“Girl” by Jamaica Kincaid

“Everyday Use” by Alice Walker

“Lamb to the Slaughter” by Roald Dahl

[Corresponding Achieve the Core Lesson Plan](#)

“Mrs. Bixby and The Colonel’s Coat” by Roald Dahl

“The Cask of Amontillado” by Edgar Allan Poe

Writing:http://www.teach-nology.com/themes/lang_arts/
<https://www.dailyteachingtools.com/free-graphic-organizers.html>
#2

Writing in the style of the author:
<https://www.craftyourcontent.com/famous-authors-writing-styles/>

Construct a poem following the same format as author.

<https://www.poetrysoup.com/dictionary/emulation>

Writing Dialogue

<https://self-publishingschool.com/how-to-write-dialogue/>

https://mccck.edu/tutoring/docs/br/english/Rules_for_Writing_Dialogue.pdf

http://www5.semo.edu/english/taweb/content/dialogue_rules.htm

TEACHING WITH MEDIA *YouTube*

Complete performance task

Research Writing/ Socratic Seminar- Synthesize 2 or more

<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM

<https://www.youtube.com/watch?v=1IWNAtiru90>

<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/ SENIOR)

IRONY

https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)

<https://www.youtube.com/watch?v=liR-bnCHIYo> (VERBAL)

<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)

<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY EXAMPLE)

<https://www.youtube.com/watch?v=pcWQpSulkbw> (FUNNY EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

<p>informational mediums revolving around the 1960s</p> <p>Peer review https://help.pearsoncmg.com/epic/ws/ws_instr/Content/create_assignment_page_ws/rubric_ws/rubric_pr_overview_ws.htm#targetText=A%20peer%2Dreview%20assignment%20has_peer%20reviewing%20each%20other's%20drafts.</p> <p>Edit/ rewrite https://www.sinclair.edu/services/academic/tlc/resources/writing-handouts-and-worksheets/</p> <p>Explanatory Writing: Analytical Essay</p>	<p>CHARACTERIZATION https://www.youtube.com/watch?v=IRW6yVOHCOc https://www.youtube.com/watch?v=HCshdu8loDo</p> <p>JUXTAPOSITION https://www.youtube.com/watch?v=nO_crzYmpxo</p> <p>ARGUMENT https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s https://www.youtube.com/watch?v=5-tOeh8n8yQ (CLAIM) https://www.youtube.com/watch?v=-lzGy5gizKg (WRITING) https://www.youtube.com/watch?v=qsKUoZdH56w (REBUTTAL) https://www.youtube.com/watch?v=4dGzbrxx8I(REBUTTAL)</p>
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Suggested Options for Differentiation

- English Language Learners**
- Visuals
 - Gesturing
 - Miming and roleplaying
 - Use of realia and manipulatives
 - Simplified language/teacher talk/thinking aloud
 - ESL Support
- Strategies:*
- Personal word wall/word rings
 - Introducing vocabulary before lesson
 - Total physical response (TPR) activities (cluck, swish, etc.)
 - Cloze activities
 - Teacher modeling

- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system

- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities

- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests

- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - D. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - E. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - F. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Reading Domain

- 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).
- 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.
- 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.

Writing Domain

- 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.
 - G. 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.
 - H. 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.
 - I. 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.
 - J. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - K. 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.
 - L. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- F.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- 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.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.

Speaking & Listening Domain

- 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.
 - E. 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.
 - F. 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.
 - G. 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.
 - H. 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.

Supporting and Additional Standards

Language Domain

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - D. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
 - E. Observe hyphenation conventions.
 - F. Recognize spelling conventions.
- 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.
 - F. 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.
 - G. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

- H. 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.
 - I. 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.
 - J. 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.
 - E. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - F. Analyze nuances in the meaning of words with similar denotations.
 - G. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
 - H. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
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Reading Domain

- 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.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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- 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.

- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
 - RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
 - RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
 - RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
 - RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
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Writing Domain

- 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.
 - F. 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.
 - G. 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.
 - H. 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.
 - I. 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.

- J. 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.
 - G. 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.
 - H. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - I. 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).
 - J. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - K. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - 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 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).
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Speaking & Listening Domain

- 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.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.UM.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.

- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Reading Unit Assessments
Beginning of the Year District Benchmark Assessment
Middle of the Year District Benchmark Assessment
End of the Year District Benchmark Assessment

Summative Assessments

Isation Screening
Final Writing Drafts

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Why is it important to be able to find and use evidence to support inferences or conclusions we draw? ● How can we make inferences based on explicit and implicit textual evidence? ● How do central ideas emerge and develop over the course of a text and how are they refined by details? ● How does an author use and develop specific details, events, and characters to convey theme? ● How do choices the author makes, such as setting, plot development, and characterization impact the meaning or effect of a work of literature? ● How does an author develop complex characters of the course of a story and how do their traits, interactions, and motivations affect the plot? ● How are elements structurally arranged or portrayed to support the author’s purpose? ● How can I determine what the text actually means considering satire, sarcasm, irony, and understatement? ● How can I use context clues to determine the meaning of new words? ● How does tone affect the overall meaning of a text? ● How do authors use rhetorical strategies to advance their purpose. ● Why is it important to determine the purpose, speaker, audience, and occasion of an informational text? ● How might a source transform a key scene from a text in a 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Use several pieces of evidence to support inferences and draw conclusions ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Determine two or more themes of central ideas in a text and evaluate how they develop over the course of a text and how are they refined by details. ● Recognize supporting details for themes/central ideas ● Conduct a character analysis by evaluating what a character says, does, thinks, and what other characters say about him or her. ● Explain how the order in which setting, plot details, and characterization is presented in the text impacts the overall text. ● Explain why the structure of an informational text is ordered as it is. ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Be able to learn new words and determine their meaning in context. ● Determine literal, figurative and connotative meanings of words in context and their impact on tone. ● Explain how the tone supports the overall meaning of the text? ● Analyze how an author uses various rhetorical strategies to advance their purpose. ● determine the purpose, speaker, audience, and occasion of an

different medium?

- How does an author draw on source material in a specific work?
- How can determine whether or not an author's rationale is logical?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why should readers consider an LGBTQIA+ perspective

Speaking and Listening:

- How can I effectively contribute to literary-based discussions in both the small and whole group setting, including pair shares, cooperative learning, collaborative learning, and socratic seminar.
- Why is it important to elaborate on the ideas of others?
- How can I constructively agree, disagree, or build on the ideas of others?
- Why is it important to establish goals and roles for group members and adhere to assigned roles?
- Why is it important to use Standard English when speaking?
- How can I utilize multiple sources of information in order to make decisions
- How can I use evidence to support my perspective on a topic?

Writing:

- How do two authors use different techniques to convey similar topics and themes?
- How can I clearly arrange ideas and concepts to suit my purpose for writing?

informational text?

- Compare and contrast how various accounts of a subject are told in multiple mediums
- Evaluate the rationale used in a text.

Speaking and Listening:

- Sustain literary-based discussions in both the small and whole group setting, including pair shares, cooperative learning, collaborative learning, and socratic seminar.
- Elaborate on literary-based discussions in both small and whole group setting by making specific reference to the text.
- Respond constructively to advance a discussion or build upon the ideas of others.
- Establish goals and roles for group members and adhere to assigned roles
- Demonstrate command of Standard English when speaking
- Listen to and evaluate multiple sources of information in diverse formats and media
- Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective

Writing:

- Write a comparative literary analysis essay using two stories.
- Introduce a topic effectively by arranging ideas, concepts, and information to clearly inform the audience
- Draw relevant evidence from literary texts to support written analysis.
- Utilize feedback to adapt, edit, revise, and rewrite an essay to make it stronger
- Develop written responses to text-dependent questions by using evidence from the text to support answers
- Write routinely over shorter and extended time frames for a

<ul style="list-style-type: none"> • How can I determine which text evidence is relevant to my purpose? • Why does using precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies help to make my writing more sophisticated? • Why is it important to use Standard English when writing? • How do I determine which writing approach to take considering different tasks, purposes, and audiences? • Why is it important feedback to adapt, edit, revise, and rewrite an essay? • What is MLA format and how do I use it to cite sources? 	<p>range of tasks, purposes, and audiences</p> <ul style="list-style-type: none"> • Demonstrate command of Standard English when writing. • Follow a standard format for citation (MLA, APA, etc.)
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Reading: Cornell notes (interactive notebook) **IANB https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf Literary Cues Chart (* for each new text in interactive notebook)</p> <p>How Characters Are Introduced and Developed Consider multiple diverse perspectives, including marginalized groups (i.e. LGBTQ) *There are many companion texts that can be used to introduce students to prominent LGBTQIA+ individuals who have made lasting social contributions historically.</p> <p>"Young Goodman Brown" Nathaniel Hawthorne</p> <p>"Hawthorne Biography" Info. Text https://www.biography.com/writer/nathaniel-hawthorne</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons Curriculum Maps Quality Questioning by Jackie A. Walsh & Elizabeth D. Sattes Teach Like a Champion <i>By Doug Lemov</i> www.epicbooks.com www.readinga-z.com www.commonlit.org www.Kohots.org www.flocabulary.com www.newsela.com www.turnitin.com</p> <p>Writing:</p>

"The Salem Witchcraft Hysteria of 1692" Info. Text
 Annotation
 Journal Entries/Short Response/quick write
 Double Entry Chart
 various thinking maps
 Questioning and Citing Evidence
 Group Discussion
 Research synthesizing story with prior informational texts regarding authors biography, and the history of the time period
 Literary device quiz (based on function within the text)
 Group illustration of literary device in text with citation and presentation. Will include written element to describe how the use of assigned literary device enhances the overall impact of the story on the reader
 Allegory **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Juxtaposition **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Character analysis **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Imagery **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Tone **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Word choice **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Symbolism **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Compare/contrast **IANB, Notes, SKILLS TEACHING WITH MEDIA [YouTube](#)**
 Analyzing details: Smartboard mini lesson

www.flocabulary.com
www.newsela.com
www.turnitin.com
Owl.purdue.edu
www.Writingcenter.unc.ed

SKILLS TEACHING WITH MEDIA [YouTube](#)

LGBTQ+

<https://www.glsen.org/educate/resources/curriculum>
<https://www.teach.lgbt/>
[Teaching LGBTQ-Themed Literature in English Language Art Classrooms](#)
[Breaking Down the Last Taboo: LGBT Young Adult Literature](#)
[goodreads: YA Short Stories and Collections with LGBT Themes](#)
[Six queer short stories you should read right now](#)
[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)
[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>
<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgivFwYuf3njyx9Pph4hshP29AAXSx&index=2>
<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

Analyzing word choice: Smartboard mini lesson
Summarizing: Smartboard mini lesson
<https://keystoliteracy.com/blog/scaffolds-support-summarizing/>

https://lsa.umich.edu/content/dam/sweetland-assets/sweetland-documents/WritingGuides/ICE_IntroduceCiteAndExplainYourEvidence.pdf

Song <https://www.youtube.com/watch?v=rog8ou-ZepE>
Salem Witch Trials by Shmoop - SchoolTube

Salem Witch Trial hysteria vs modern persecutions of Trans/NB community -- gender.

<https://app.schooltube.com> > video >

Nathaniel Hawthorne Bio
<https://www.slideshare.net/suvalmo/nathaniel-hawthorne-31409273>
<https://www.youtube.com/watch?v=gdvUWYJV5IE>
<https://www.youtube.com/watch?v=FWevgE3EIAQ> (dry)

Visual image of T.H. Matteson's 1860 painting of The Scarlet Letter
<https://www.albanyinstitute.org/details/items/scene-from-the-scarlet-letter.html>

PP
http://picturingamerica.salemstate.edu/images/unit10/Hodum_Lauren-Debunking_Hawthornes_Puritan_Myth.pdf

The Scarlet Letter Nathaniel Hawthorne
Literary Cues Chart (* for each new text in interactive notebook)

Close Read Screencasts: Modeled Discussions

<https://www.youtube.com/watch?v=SvFB6XVbSAY>
<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>
<https://www.youtube.com/watch?v=PL00BybFu2I>
<https://www.youtube.com/watch?v=WH5jlkK4aUI>
<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)
https://www.youtube.com/watch?v=Ty1A7N_type (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)
<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)
<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYz4>
<https://www.youtube.com/watch?v=Mlt3ggXO7I8>
<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoN11Ue5ZtQ>
<https://www.youtube.com/watch?v=r6OkICdzo0k>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>
<https://www.youtube.com/watch?v=pEflcz8epmE>
<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>

(Close Read icons in eBook 112)

Vocabulary context clues (follow links for skills)

Annotation using the ICE method

Pair with *Felix Ever After* - Look at persecution for being promiscuous to persecution to being trans.

Suggested Supplemental Texts:

- Media on life expectancy/murder rates among trans women (especially trans women of color)
- Disclosure (Netflix)
- Trans people in the military

Level Up Tutorials: *Main Idea and Supporting Details*

Close Read Screencasts: Modeled Discussions- *Close Read* icons in eBook .112)

Main Idea and Supporting Details **IANB**, Notes, **SKILLS**

TEACHING WITH MEDIA [YouTube](#)

Writing:

http://www.teach-nology.com/themes/lang_arts/

<https://www.dailyteachingtools.com/free-graphic-organizers.html#>

2

Complete performance task

Peer review

Edit/ rewrite

<https://www.youtube.com/watch?v=jahkjMYVphU>

https://www.youtube.com/watch?v=uYoX_Oyknao

tone and mood

<https://www.youtube.com/watch?v=rZKQXL03fx8>

https://www.youtube.com/watch?v=Ty1A7N_type

https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)

<https://www.youtube.com/watch?v=0riOHkJN3P0>

connotation /denotation

<https://www.youtube.com/watch?v=LMAhLe5Tia0>

<https://www.youtube.com/watch?v=hwxKSxS4hqs>

<https://www.youtube.com/watch?v=h4XsgOCX7Hg&t=64s>

context clues

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)

<https://www.youtube.com/watch?v=laDfmjs2sWI> (FRESHMAN)

<https://www.youtube.com/watch?v=Bf2biFNlftI>

<https://www.youtube.com/watch?v=6spWj7Ol3x0>

https://www.youtube.com/watch?v=73p_oKEYqTQ

suspense

<https://www.youtube.com/watch?v=LI3spJZVUDw>

<https://www.youtube.com/watch?v=RTtOCw8qE-I>

(JUNIOR/SENIOR)

idioms

<https://www.youtube.com/watch?v=XbW7PTwUnVw>

<https://www.youtube.com/watch?v=J5EnWYEX4To>

	<p>POINT OF VIEW</p> <p>https://www.youtube.com/watch?v=CN9e_zg11vM</p> <p>https://www.youtube.com/watch?v=11WNAtiru90</p> <p>https://www.youtube.com/watch?v=SKi56cPUSFk (JUNIOR/ SENIOR)</p> <p>IRONY</p> <p>https://www.youtube.com/watch?v=tqg6RO8c_W0 (SITUATIONAL)</p> <p>https://www.youtube.com/watch?v=liR-bnCHIYo (VERBAL)</p> <p>https://www.youtube.com/watch?v=RZFYuX84n1U (DRAMATIC)</p> <p>RHETORIC</p> <p>https://www.youtube.com/watch?v=gf81d0YS58E</p> <p>https://www.youtube.com/watch?v=3klMM9BkW5o (HONORS)</p> <p>https://www.youtube.com/watch?v=y5z3zWJIthI (HONORS)</p> <p>RHETORICAL QUESTION</p> <p>https://www.youtube.com/watch?v=noBFVxBTV7Q</p> <p>https://www.youtube.com/watch?v=sdgdVVuHaxI (FUNNY EXAMPLE)</p> <p>https://www.youtube.com/watch?v=GKnS8y5XaXA (FUNNY EXAMPLE)</p> <p>https://www.youtube.com/watch?v=pcWQpSulkbw (FUNNY EXAMPLE)</p> <p>PARALLELISM</p> <p>https://www.youtube.com/watch?v=RqUo9R1qX_M</p> <p>CHARACTERIZATION</p>
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<https://www.youtube.com/watch?v=IRW6yVOHCOc>
<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>

<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)

<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)

<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)

<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)

- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations

- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group

- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

- 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.
 - K. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
 - L. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - M. 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.
 - N. 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.
 - O. 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).

Reading Domain

- 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.
- 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.
- 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.

- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
 - 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.
-

Writing Domain

- 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.
 - L. 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.
 - M. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - N. 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).
 - O. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - P. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- 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 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.

Speaking & Listening Domain

- 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.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.UM.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.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Supporting and Additional Standards

Language Domain

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - G. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
 - H. Observe hyphenation conventions.
 - I. Recognize spelling conventions.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- G. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - H. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - I. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
 - L.VI.11–12.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.
 - I. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - J. Analyze nuances in the meaning of words with similar denotations.
 - K. Analyze how the meaning of a key term or terms develops or is refined over the course of a text.
 - L. Analyze the impact of specific word choices on meaning and tone, including language that is particularly fresh, engaging, or beautiful.
-

Reading Domain

- 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).
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting

information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).

- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).
- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
- RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
- RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.

Writing Domain

- 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.
 - K. 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.
 - L. 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.
 - M. 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.
 - N. 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.
 - O. 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.

- M. 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.
- N. 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.
- O. 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. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Q. 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.
- R. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Speaking & Listening Domain

- 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.
 - I. 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.
 - J. 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.
 - K. 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.
 - L. 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.

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Reading Unit Assessments
Beginning of the Year District Benchmark Assessment
Middle of the Year District Benchmark Assessment
End of the Year District Benchmark Assessment

Summative Assessments

Isation Screening
Final Writing Drafts

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Why is it important to be able to find and use evidence to support inferences or conclusions we draw? ● How can making connections, connections to other texts, and/or global/historical connections help me to better understand a text? ● What is the difference between citing directly, paraphrasing and summarizing? ● How do themes and central ideas interact to create the overall meaning of a text? ● How do all of the choices an author makes impact the overall story? ● What impact do figurative and connotative meaning have on the reader’s interpretation of a passage? ● How does an author use structure to enhance the impact of the work as a whole? ● How does the structure of a text and order of ideas or claims within it affect the overall purpose of the text? ● How can I use context clues to determine the meaning of new words? ● How does tone affect the overall meaning of a text? ● What is the point of view of a text? ● How the text is written and what is the text about? ● How do authors use rhetorical strategies to advance their purpose and to contribute to the overall effectiveness of the text? ● Why do we read and/or view different versions of the same text, recordings, film, and/or live performances? 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Use several pieces of evidence to support inferences and draw conclusions ● Make personal connections, connections to other texts, and/or global/historical connections when relevant ● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Analyze all the choices an author makes as they pertain to the overall story. ● Assess figurative and connotative meaning ● Explain why the author chose a particular text structure in a literary text and how it enhances the work as a whole. ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text. Be able to learn new words and determine their meaning in context. ● Determine literal, figurative and connotative meanings of words in context and their impact on tone. ● Explain how the tone supports the overall meaning of the text? ● Identify the point of view ● Focus on both how the text is written and what the text is

- How do changes to structure, order, plot or character impact meaning of different versions of same text?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why should readers consider an LGBTQIA+ perspective

Speaking and Listening:

- How can I effectively contribute to literary-based discussions in both the small and whole group setting, including pair shares, cooperative learning, collaborative learning, and socratic seminar.
-
- Why is it important to challenge and discuss arguments and evidence?
- Why is it important to set guidelines for class discussions?
- Why is it important to use Standard English when speaking?
- How can I propel conversations within a class discussion?
- What do I gain from listening to and evaluating multiple sources of information in various formats and media?
- How can I move from passive listener to active participant?
- How can I prove fallibility in speaker's reasoning?
- How can I adapt speech delivery to audience and purpose
- What techniques can I use to engage my audience?

Writing:

- How can I address a writing prompt using three sources?

about

- Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text
- Read and/or view different versions of the same text, recordings, film, and/or live performances
- Analyze how changes to structure, order, plot or character impact meaning of different versions of same text
- 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 a text.

Speaking and Listening:

- Sustain literary-based discussions in both the small and whole group setting, including pair shares, cooperative learning, collaborative learning, and socratic seminar.
- Respond thoughtfully to advance a discussion or build upon the ideas of others
- Discuss and question the argument and evidence.
- Set guidelines for class discussions
- Demonstrate command of Standard English when speaking
- Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments
- Listen to and evaluate multiple sources of information in diverse formats and media
- Move from passive listener to active participant
- Use evidence from sources/text to prove fallibility in speaker's reasoning
- Adapt speech delivery to audience and purpose.

- How do multiple authors use different techniques to convey similar topics?
- How can I determine the appropriate organizational structure for a writing task?
- How can I clearly arrange ideas and concepts to suit my purpose for writing?
- Why should I utilize a variety of sources, not depending on one specific source?
- What is paraphrasing?
- How can I determine which text evidence is relevant to my purpose?
- Why is it important to adapt, edit, revise, and rewrite an essay?
- Why is it important to use Standard English when writing?
- What is MLA format and how do I use it to cite sources?
- How does technology enhance production, publication, and collaboration in writing?
- How can I effectively collaborate when creating shared writing products?

- Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements

Writing:

- Write a research synthesis essay by considering and incorporating ideas from at least three sources.
- Conduct short and more sustained research projects.
- Determine writing task type and its appropriate organizational structure
- Utilize a variety of sources, not depending on one specific source
- Introduce a topic effectively by arranging ideas, concepts, and information to clearly inform the audience
- Determine what details and/or information is most appropriate for a specific purpose
- Draw relevant evidence from nonfiction texts to support written analysis.
- Paraphrase correctly
- Utilize feedback to adapt, edit, revise, and rewrite an essay to make it stronger
- Develop written responses to text-dependent questions by using evidence from the text to support answers
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences
- Demonstrate command of Standard English when writing.
- Follow a standard format for citation (MLA, APA, etc.)
- Use technology proficiently for production, publication, and collaboration
- Create shared writing products

Instructional Plan

Suggested Activities/Routines	Resources
<p>Reading: Cornell notes (interactive notebook) **IANB https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20sytem.pdf Literary Cues Chart (* for each new text in interactive notebook) "Self-reliance/nature" Close reader Pgs. 41-46/220d-220e (includes Emerson Bio) Performance task entered to IANB</p> <p>"Emerson Quotes Regarding Hawthorne" (with images) https://www.google.com/search?q=Emerson+Quotes+about+Hawthorne&rlz=1C1GCEU_enUS821US821&tbm=isch&source=iu&ictx=1&fir=PeYtQvt0mrJwYM%253A%252CKFa8sXNhbWqL7M%252C_&vet=1&usg=AI4_-kS1blgY5fgusOJDYuQL6TyfPtyHyA&sa=X&ved=2ahUKewi26J3OhrHkAhXPlkKHdXoD9cO9QEwAHoECAgQBg&biw=1536&bih=723#imgrc=PeYtQvt0mrJwYM https://www.pinterest.com/Goteambrown/transcendentalist-quotes/</p> <p>"Transcendental Doctrines in Hawthorne: Self-reliance" Excerpt https://www.bartleby.com/226/0207.html</p> <p>Diction IANB https://www.youtube.com/watch?v=7Mf1mr5wtdA https://www.youtube.com/watch?v=gZw5EKowE98</p> <p>Synthesizing sources https://www.temple.edu/class/documents/SynthesizingSources.pdf https://www.google.com/search?q=synthesizing+sources+worksheet&rlz=1C1GCEU_enUS821US821&oq=Synthesizing+sources&aqs=chrome.3.016.5715j0j8&sourceid=chrome&ie=UTF-8#</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons Curriculum Maps Quality Questioning by Jackie A. Walsh & Elizabeth D. Sattes Teach Like a Champion <i>By Doug Lemov</i> www.epicbooks.com www.readinga-z.com www.commonlit.org www.Kohots.org www.flocabulary.com www.newsela.com www.turnitin.com</p> <p>Writing: www.flocabulary.com www.newsela.com www.turnitin.com Owl.purdue.edu www.Writingcenter.unc.ed</p> <p>SKILLS TEACHING WITH MEDIA <i>YouTube</i> LGBTQ+ https://www.glsen.org/educate/resources/curriculum https://www.teach.lgbt/ Teaching LGBTQ-Themed Literature in English Language Art Classrooms Breaking Down the Last Taboo: LGBT Young Adult Literature goodreads: YA Short Stories and Collections with LGBT Themes</p>

Informational Article:

“A Formula for Happiness” Arthur C. Brooks (NY Times Article)
<https://www.nytimes.com/2013/12/15/opinion/sunday/a-formula-for-happiness.html>

“On a Life Well Spent” Cicero

Indian University begins studying the science of happiness, by Vidhi Doshi from The Guardian and adapted by NEWSELA.

<https://newsela.com/articles/indian-happiness-institute/id/22042/>

Collaborative Discussion

Socratic seminar w/ self generated questions

<https://smsdolc.files.wordpress.com/2018/06/socratic-seminar-instruction-packet.pdf>

Checklist

<http://webs.spokaneschools.org/SchoolDataToolsFiles/eval/Soc%20Sem%20observation%20assessment%20tools%5B1%5D2038955713.pdf>

Tuesdays with Morrie Mitch Albom

Literary Cues Chart (* for each new text in interactive notebook)

Performance task entered to IANB

[The Soft Butch That Couldn't \(Or: I Got COVID-19 in March and Never Got Better\)](#)

"The 'Ice Bucket Challenge' Helped Scientists Discover a New Gene Tied to A.L.S." by Katie Rogers (NY Times) 07/27/2016

https://www.nytimes.com/2016/07/28/health/the-ice-bucket-challenge-helped-scientists-discover-a-new-gene-tied-to-als.html?_r=0

"Ice Bucket Challenge's 2nd anniversary celebrates its gene discovery" by Farida Fawzey (CNN) 07/27/2016

<http://www.cnn.com/2016/07/27/health/als-ice-bucket-challenge-funds-breakthrough/>

[Six queer short stories you should read right now](#)

[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)

[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>

<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgYivFwYuf3njyx9Pph4hshP29AAXSx&index=2>

<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>

<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>

<https://www.youtube.com/watch?v=PL00BybFu2I>

<https://www.youtube.com/watch?v=WH5jlkK4aUI>

<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)

https://www.youtube.com/watch?v=Ty1A7N_type (JUNIOR SENIOR)

THEME

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)

<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

“The Dash” by Linda Ellis

& Author’s Audio/Video reading of the Dash

https://www.google.com/search?rlz=1C1GCEU_enUS821US821&biw=1536&bih=723&ei=1oRsXeLFN6fZ5gKv9LHgDQ&q=%E2%80%9CThe+Dash%E2%80%9D+by+Linda+Ellis+%26+Author%E2%80%99s+Audio%2FVideo+reading+of+the+Dash+&oq=%E2%80%9CThe+Dash%E2%80%9D+by+Linda+Ellis+%26+Author%E2%80%99s+Audio%2FVideo+reading+of+the+Dash+&gs_l=psy-ab.12...553908.556688..560092...1.0..4.197.2252.0j19.....0....1j2..gws-wiz.....10..33i10j35i39.PqUAO8zkw_Y&ved=0ahUKewjiiOHvkbHkAhWnrFkKHS96DNwQ4dUDCAo#

Writing:

http://www.teach-nology.com/themes/lang_arts/

<https://www.dailyteachingtools.com/free-graphic-organizers.html#2>

Complete performance task

Peer review

https://help.pearsoncmg.com/epic/ws/ws_instr/Content/create_assignment_page_ws/rubric_ws/rubric_pr_overview_ws.htm#targetText=A%20peer%2Dreview%20assignment%20has,peer%20reviewing%20each%20other's%20drafts.

Edit/ rewrite

<https://www.sinclair.edu/services/academic/tlc/resources/writing-handouts-and-worksheets/>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYZ4>

<https://www.youtube.com/watch?v=Mlt3ggXQ7l8>

<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>

<https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

<https://www.youtube.com/watch?v=pEflcz8epmE>

<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>

<https://www.youtube.com/watch?v=jahkjMYVphU>

https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>

https://www.youtube.com/watch?v=Ty1A7N_type

https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)

<https://www.youtube.com/watch?v=0riOHkJN3P0>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>

<https://www.youtube.com/watch?v=hwxKSxS4hqs>

<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)

<https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)

<https://www.youtube.com/watch?v=Bf2biFNIftI>

<https://www.youtube.com/watch?v=6spWj7OI3x0>

https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>

<https://www.youtube.com/watch?v=RTtOCw8qE-I>

(JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>

<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM

<https://www.youtube.com/watch?v=1IWNAtiru90>

<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/
SENIOR)

IRONY

https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)

<https://www.youtube.com/watch?v=IiR-bnCHIYo> (VERBAL)

<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)

<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

	<p>RHETORICAL QUESTION https://www.youtube.com/watch?v=noBFVxBTV7Q https://www.youtube.com/watch?v=sdgdVVuHaxI (FUNNY EXAMPLE) https://www.youtube.com/watch?v=GKnS8y5XaXA (FUNNY EXAMPLE) https://www.youtube.com/watch?v=pcWOpSuIkbw (FUNNY EXAMPLE)</p> <p>PARALLELISM https://www.youtube.com/watch?v=RqUo9R1qX_M</p> <p>CHARACTERIZATION https://www.youtube.com/watch?v=IRW6yVOHCQc https://www.youtube.com/watch?v=HCshdu8loDo</p> <p>JUXTAPOSITION https://www.youtube.com/watch?v=nO_crzYmpxo</p> <p>ARGUMENT https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s https://www.youtube.com/watch?v=5-tOeh8n8yQ (CLAIM) https://www.youtube.com/watch?v=-lzGy5gizKg (WRITING) https://www.youtube.com/watch?v=qsKUoZdH56w (REBUTTAL) https://www.youtube.com/watch?v=4dGzbrxx8I(REBUTTAL)</p>
Suggested Options for Differentiation	
English Language Learners	

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs

- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations

- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Standards / Learning Targets

Focus Standards - Major Standards

Language Domain

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

Reading Domain

- RI.AA.11–12.7. Describe and evaluate the reasoning in seminal U.S. and global texts, and the premises, purposes, and arguments in these works.
 - RL.CT.11–12.8. Demonstrate knowledge of, analyze, and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes, and rhetorical features, including how two or more texts from the same period treat similar themes or topics.
 - RI.CT.11–12.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and scientific significance for their purposes, including primary source documents relevant to U.S. and/or global history and texts proposing scientific or technical advancements.
-

Writing Domain

- 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.
 - P. 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.
 - Q. 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.
 - R. 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.
 - S. 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.
 - T. 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.
 - S. 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.
 - T. 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.
 - U. 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.
 - V. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - W. 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.
 - X. 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.

- Q. 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.
 - R. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - S. 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).
 - T. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - U. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
-

Speaking & Listening Domain

- 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.
 - M. 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.
 - N. 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.
 - O. 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.
 - P. 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.

Supporting and Additional Standards

Language Domain

- L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.
 - J. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.
 - K. Observe hyphenation conventions.
 - L. Recognize spelling conventions.
- L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
 - J. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.
 - K. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
 - L. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- 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.
 - P. 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.
 - Q. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - R. 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.
 - S. 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.
 - T. 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).

Reading Domain

- 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).
- 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.
- 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.
- 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.
- RL.PP.11–12.5. Evaluate perspectives/lenses from two or more texts on related topics and justify the more cogent viewpoint (e.g., different accounts of the same event or issue, use of different media or formats).
- 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.
- RL.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the author’s message).
- RI.MF.11–12.6. Synthesize complex information across multiple sources and formats to develop ideas, resolve conflicting information, or develop an interpretation that goes beyond explicit text information (e.g., express a personal point of view, new interpretation of the concept).

Writing Domain

- W.WP.11–12.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
 - 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 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.
-

Speaking & Listening Domain

- 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.ES.11–12.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- SL.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.UM.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.
- SL.AS.11–12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Interdisciplinary Standards

Social Studies

- 6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.
- 6.1.12.HistoryUP.16.a: Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

Science

- Evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (HS-PS4-2)
- Evaluate the claims, evidence, and reasoning behind currently accepted explanations or solutions to determine the merits of arguments. (HS-PS4-3)
- Ask questions that arise from examining models or a theory to clarify relationships. (HS-LS3-1)

Computer Science & Design Thinking

8.1 Computer Science

- 8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.2 Design Thinking

- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, & Key Skills

9.4 Life Literacies & Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
- 9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

Evidence of Student Learning

Formative Assessments

Participation/Observations
Questioning
Running Records
Discussion Circles
Turn and Talks
Anecdotal Notes
Reading/Writing Checklist
Demonstration of Learning (Exit Slips)
Graphic Organizers/Thinking Maps
Response Logs
Reading Response
Presentations
Peer/Self Assessment
Visual Representations
Individual Whiteboards
Student/Teacher Conferencing
Rubrics
Isation Screening
Strategy Group

Benchmark Assessments

Reading Unit Assessments
Beginning of the Year District Benchmark Assessment
Middle of the Year District Benchmark Assessment
End of the Year District Benchmark Assessment

Summative Assessments

Isation Screening
Final Writing Drafts

Alternate Assessments

Teacher-created project-based assessment
Alternate Running Records
Discussion Circles
Turn and Talks

Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i> Essential Questions</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● How can I tell the difference between strong evidence and insufficient or unreliable evidence? ● How can I use text evidence and experience to draw conclusions and make logical judgments? ● How can I draw conclusions when the author provides uncertain or inconclusive details? ● How does an author develop complex characters of the course of a story and how do their traits, interactions, and motivations affect the plot? ● How does word choice affect tone and how does tone support the overall meaning of the text? ● How can I determine the meaning of words and phrases using context? ● How can I determine what the text actually means, considering satire, sarcasm, irony, and understatement? ● What is the difference between the literal and the actual meaning as it pertains to the author’s purpose? ● How does an author draw on and transform source material (such as a theme or topic) from another text? ● How does sequence contribute to the meaning and aesthetic impact of a text? ● How do close reading skills help me to read and comprehend literature and literary nonfiction fluently? 	<p><i>Students will be able to....</i> Objectives</p> <p>Reading (Literature & Informational):</p> <ul style="list-style-type: none"> ● Determine the difference between strong and insufficient (unreliable) details ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence ● Conduct a character analysis by evaluating what a character says, does, thinks, and what other characters say about him or her. ● Explain how word choice affects tone and how tone supports the overall meaning of the text. ● Determine and evaluate technical meaning (jargon) ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author’s purpose. ● Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text ● Analyze how sequence contributes to the meaning and aesthetic impact ● Closely read various forms of literature independently and literary nonfiction and fluently

- Why is it important to ask for help, and employ appropriate reading and note-taking strategies in order to understand portions of a difficult text?
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Why should readers consider an LGBTQIA+ perspective

Speaking and Listening:

- Why is it important to read and research materials prior to class discussions?
- How can I be clear and persuasive?
- Why does referring to evidence and research build credibility?
- Why does summarizing the ideas I agree with help advance my argument?
- How can I constructively disagree?
- What should I focus on when I assess a speaker's argument?
- How can I use multiple sources to help inform my decisions?
- What makes a source credible?

Writing:

- Why is it important to use multiple sources when writing research papers?
- How much supportive information should I use and how do I determine relevance?
- Why is it important to maintain a formal style and tone?
- How should I use graphics, print, and digital information effectively and in an organized manner?
- Why is it important to use transitions?
- What are the steps of a research based investigation?
- What is an inquiry question?

- Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text

Speaking and Listening:

- Read and research materials beforehand
- Articulate ideas clearly and persuasively in a discussion
- Refer to evidence from texts and other research
- Summarize where others agree and disagree with ideas and perspectives
- Consider and assess the speaker, argument, organization, diction, and tone
- Utilize multiple sources of information in order to make decisions
- Evaluate the credibility and accuracy of each source

Writing:

- Conduct research drawing on multiple sources
- Determine how many facts, definitions, details, quotations and other information are needed and ensure they are relevant
- Use a formal style and objective tone
- Organize graphics
- Gather print and digital information
- Use transitions and syntax to link together the major sections of the text
- Understand steps of an investigation
- Develop an inquiry question
- Refocus and narrow inquiry/generate additional questions when appropriate
- Synthesize and summarize information from a variety of sources achieving new insights

- How can I narrow/refocus my question or topic?
- How can I effectively synthesize my research to support my topic/question/thesis?
- How can I tell whether or not information I find is reliable or from an authoritative source?
- How do I link and cite sources?

- Assess whether information from reliable and authoritative sources is relevant
- Link and cite sources

Instructional Plan

Suggested Activities/Routines

Reading:

Cornell notes (interactive notebook) **IANB

<https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf>

Literary Cues Chart (* for each new text in interactive notebook)

Performance task entered to IANB

Identity, Diversity, Justice, Action

Becoming more analytical readers by honing in on how various elements like individuals, ideas, and events interact and enhance the meaning or importance of a larger text, or, in today's case, a set of texts addressing issues related to identity, diversity, justice, and action.

[Here Are Ten Common Misconceptions About LGBT People And Their Lives](#)

["I'm an American" — George Takei on a lifetime of defying stereotypes](#)

“Othello” William Shakespeare

[William Shakespeare Mini Bio](#)

[Globe Theater & Shakespeare- video](#)

Resources

Reading:

Curriculum Maps

Quality Questioning by Jackie A. Walsh & Elizabeth D. Sattes

Teach Like a Champion *By Doug Lemov*

www.epicbooks.com

www.readinga-z.com

www.commonlit.org

www.Kohots.org

www.flocabulary.com

www.newsela.com

www.turnitin.com

Writing:

www.flocabulary.com

www.newsela.com

www.turnitin.com

Owl.purdue.edu

www.Writingcenter.unc.edu

SKILLS TEACHING WITH MEDIA [YouTube](#)

LGBTQ+

<https://www.glsen.org/educate/resources/curriculum>

[Globe Theater Virtual Tour](#)

[William Shakespeare Biography](#)

Article- [Shakespeare Swagger](#)

AE Bio Clip: [William Shakespeare \(Online TB pg. 37\)](#)

[Why is Othello Black?](#)

[Othello in 3 Minutes](#)- video

[Sparknotes Summary](#)- video

[Teaching Shakespeare with the NY Times: Othello](#)

[Why/Why Not Teach Shakespeare](#)

[Washington Post](#) article 1

[Washington Post](#) article 2

[Is Iago Gay In 'Othello'? Analysis Of Homosexuality In William Shakespeare's Play](#)

[Queer Reading of Othello](#)

Clip from “Stage Beauty” (Film 2004) Desdemona’s death scene

Shakespeare and Race: Othello's Relationship with Desdemona **by Alexander Crawford**

[Shakespeare Online Secondary Sources](#)

“O” clips

Text to text G.O.

“Filming Othello” film by Orson Welles (1978)

https://www.wellesnet.com/filming_othello.htm

<https://www.youtube.com/watch?v=TF1byB8YwYg>

New York Times Article: [“Critic’s Notebook: Welles’s ‘Othello’](#)

<https://www.teach.lgbt/>

[Teaching LGBTQ-Themed Literature in English Language Art Classrooms](#)

[Breaking Down the Last Taboo: LGBT Young Adult Literature goodreads: YA Short Stories and Collections with LGBT Themes](#)

[Six queer short stories you should read right now](#)

[20 QUEER AUTHORS FROM HISTORY WHO YOU NEED TO KNOW](#)

[43 books about LGBTQ life, culture, history, and politics everyone should read](#)

FIGURATIVE LANGUAGE

<http://blog.flocabulary.com/juxtaposition/https://www.youtube.com/watch?v=ls00WrpTp88>

<https://www.youtube.com/watch?v=420F7adf-0E&list=PLUhgivFwYuf3njyx9Pph4hshP29AAXSx&index=2>

<https://www.youtube.com/watch?v=R9wiqH3qcUU> (QUICK REVIEW)

PLOT

<https://www.youtube.com/watch?v=SvFB6XVbSAY>

<https://www.youtube.com/watch?v=8yzY6buMflo&t=8s>

<https://www.youtube.com/watch?v=PL00BybFu2I>

<https://www.youtube.com/watch?v=WH5jlkK4aUI>

<https://www.youtube.com/watch?v=I0B5lpJ7znM> (FRESHMEN)

https://www.youtube.com/watch?v=Ty1A7N_typc (JUNIOR SENIOR)

THEME

["Crowned in Glory"](#) Vincent Canby (Excerpted)

Central idea **IANB**

https://www.floridaipdae.org/dfiles/resources/lessons/ABE/Reading_Lesson_Plans/Reading_Finding_the_Central_Idea_and_Supporting_Details.pdf

Examples: <https://www.austincc.edu/bvillarr/theme.htm>

Paraphrase the text **IANB**

<https://www.merriam-webster.com/dictionary/paraphrasehttps://www.edutopia.org/article/teaching-students-paraphrase>

Paraphrase: You Tube <https://www.youtube.com/watch?v=rz5Iff22n04>

"Hecatommithi" by Giovanni Battista Giraldi ("Cinthio")

Literary Cues Chart (* for each new text in interactive notebook)

Performance task entered to IANB

Poem: Design - Robert Frost

Literary Cues Chart (* for each new text in interactive notebook)

["Sonnet 127"](#) William Shakespeare

Literary Cues Chart (* for each new text in interactive notebook)

"Blaxicans" Richard Rodriguez

Literary Cues Chart (* for each new text in interactive notebook)

Performance task entered to IANB

<http://msalbasclass.com/wp-content/uploads/2015/06/Blaxicans.pdf>

Argument **IANB SKILLS** TEACHING WITH MEDIA [YouTube](#)

Claims **IANB SKILLS** TEACHING WITH MEDIA [YouTube](#)

Irony **IANB SKILLS** TEACHING WITH MEDIA [YouTube](#)

Tone **IANB SKILLS** TEACHING WITH MEDIA [YouTube](#)

Anecdotes **IANB**

<https://www.merriam-webster.com/dictionary/anecdote>

https://www.youtube.com/results?search_query=birds+pixar+short+film (FRESHMAN)

<https://www.youtube.com/watch?v=9H6GCe7hmmA&t=314s> (FOR THE TEACHER)

<https://www.youtube.com/watch?v=RecVd-6g-IY>

INFERENCE

<https://www.youtube.com/watch?v=acZzllpIYZ4>

<https://www.youtube.com/watch?v=Mlt3ggXQ7l8>

<https://www.youtube.com/watch?v=to30AJm2epQ>

IMAGERY

<https://www.youtube.com/watch?v=eoNl1Ue5ZtQ>

<https://www.youtube.com/watch?v=r6OkICdzook>

SYMBOLISM <https://www.youtube.com/watch?v=8Vwek28P9Gk>

<https://www.youtube.com/watch?v=pEflcz8epmE>

<https://www.youtube.com/watch?v=8Vwek28P9Gk>

PUNCTUATION OF DIALOGUE

<https://www.youtube.com/watch?v=dWSfn9oPnJg>

<https://www.youtube.com/watch?v=jahkjMYVphU>

https://www.youtube.com/watch?v=uYoX_Qyknao

TONE AND MOOD

<https://www.youtube.com/watch?v=rZKQXL03fx8>

https://www.youtube.com/watch?v=Ty1A7N_typc

https://www.youtube.com/watch?v=SQq7XZ_Im34&t=2s (MOOD)

<https://www.youtube.com/watch?v=0riOHkJN3P0>

Writing:

http://www.teach-nology.com/themes/lang_arts/
<https://www.dailyteachingtools.com/free-graphic-organizers.html#2>

Complete performance task

Peer review

https://help.pearsoncmg.com/epic/ws/ws_instr/Content/create_assignment_page_ws/rubric_ws/rubric_pr_overview_ws.htm#targetText=A%20peer%2Dreview%20assignment%20has,peer%20reviewing%20each%20other's%20drafts.

Edit/ rewrite

<https://www.sinclair.edu/services/academic/tlc/resources/writing-handouts-and-worksheets/>

CONNOTATION /DENOTATION

<https://www.youtube.com/watch?v=LMAhLe5Tia0>
<https://www.youtube.com/watch?v=hwxKSxS4hqs>
<https://www.youtube.com/watch?v=h4XsgQCX7Hg&t=64s>

CONTEXT CLUES

<https://www.youtube.com/watch?v=b75vli9XF6o> (FRESHMAN)
<https://www.youtube.com/watch?v=IaDfmjs2sWI> (FRESHMAN)
<https://www.youtube.com/watch?v=Bf2biFNItfI>
<https://www.youtube.com/watch?v=6spWj7OI3x0>
https://www.youtube.com/watch?v=73p_oKEYqTQ

SUSPENSE

<https://www.youtube.com/watch?v=LI3spJZVUDw>
<https://www.youtube.com/watch?v=RTtQCw8qE-I>
(JUNIOR/SENIOR)

IDIOMS

<https://www.youtube.com/watch?v=XbW7PTwUnVw>
<https://www.youtube.com/watch?v=J5EnWYEX4To>

POINT OF VIEW

https://www.youtube.com/watch?v=CN9e_zg11vM
<https://www.youtube.com/watch?v=1IWNAAtiru90>
<https://www.youtube.com/watch?v=SKi56cPUSFk> (JUNIOR/
SENIOR)

IRONY

https://www.youtube.com/watch?v=tgg6RO8c_W0 (SITUATIONAL)
<https://www.youtube.com/watch?v=IiR-bnCHIYo> (VERBAL)

<https://www.youtube.com/watch?v=RZFYuX84n1U> (DRAMATIC)

RHETORIC

<https://www.youtube.com/watch?v=gf81d0YS58E>

<https://www.youtube.com/watch?v=3klMM9BkW5o> (HONORS)

<https://www.youtube.com/watch?v=y5z3zWJlthI> (HONORS)

RHETORICAL QUESTION

<https://www.youtube.com/watch?v=noBFVxBTV7Q>

<https://www.youtube.com/watch?v=sdgdVVuHaxI> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=GKnS8y5XaXA> (FUNNY
EXAMPLE)

<https://www.youtube.com/watch?v=pcWOpSuIkbw> (FUNNY
EXAMPLE)

PARALLELISM

https://www.youtube.com/watch?v=RqUo9R1qX_M

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCOc>

<https://www.youtube.com/watch?v=HCshdu8loDo>

JUXTAPOSITION

https://www.youtube.com/watch?v=nO_crzYmpxo

ARGUMENT

<https://www.youtube.com/watch?v=5ZFIL-A6r08&t=9s>

<https://www.youtube.com/watch?v=5-tOeh8n8yQ> (CLAIM)

<https://www.youtube.com/watch?v=-lzGy5gizKg> (WRITING)

<https://www.youtube.com/watch?v=qsKUoZdH56w> (REBUTTAL)
<https://www.youtube.com/watch?v=4dGzbrxx8I>(REBUTTAL)

Suggested Options for Differentiation

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books

- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning

- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

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