

**Original Adoption:** 2023 NJSLs English Language Arts and English as a Second Language (8-21-24); Math NJSLs Mathematics (8-21-24); 2020 NJSLs Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

**Created By:** English Language Arts Curriculum Team

**English Language Arts: Curriculum  
12th Grade**

**Content Area:** English Language Arts

<b><u>Unit I:</u></b> <ul style="list-style-type: none"><li>● Chasing Success</li></ul>	September 07, 2025 - November 16, 2025  45 days
<b><u>Unit II:</u></b> <ul style="list-style-type: none"><li>● Voices Of Protest</li></ul>	November 17, 2025 - January 31, 2026  45 days
<b><u>Unit III:</u></b> <ul style="list-style-type: none"><li>● Seeking Justice, Seeking Peace</li></ul>	February 01, 2026 - April 18, 2026  45 days
<b><u>Unit IV:</u></b> <ul style="list-style-type: none"><li>● Taking Risks</li></ul>	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).

### UNIT TEXTS

Crying in H Mart, by Michelle Zauner

Chameleon, by Trevor Noah

The Monster of Kings Island, by Christopher Bollen

Frankenstein, by Mary Shelley

What Is Community, and Why Is It Important? by the  
Ikeda Center for Peace, Learning, and Dialogue

The Social Brain and Its Superpowers by Matthew  
Lieberman, Ph.D

The End of Solitude by William Deresiewicz

## 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.

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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.

### 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.
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### **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**

- 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  
Istation 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**

Istation 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></p> <p><b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● How do experience and personality influence your interpretation of the text?</li> <li>● How do the words and mood show attitude?</li> <li>● What is the history surrounding the text?</li> <li>● What are the underlying messages in the text?</li> <li>● How is the theme supported within the text?</li> <li>● How do we draw meaning and understanding from a given text?</li> <li>● How can words influence societal and personal change?</li> <li>● How does a critical perspective help us analyze a literary work?</li> <li>● How do we learn to analyze texts to increase our understanding of the world around us?</li> <li>● How can I use the interaction of multiple themes presented in the text to summarize the author's message?</li> <li>● How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?</li> <li>● Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?</li> <li>● Why should readers consider an LGBTQIA+ perspective</li> <li>● Why is it important to consider the historical context of a novel?</li> <li>● Why is it important to evaluate literature through different lenses?</li> <li>● How does changing our lens alter or enhance our</li> </ul>	<p><i>Students will be able to....</i></p> <p><b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● Recognize strong and thorough textual evidence within the text</li> <li>● Explain inferences drawn from the text.</li> <li>● Interpret how the text uses ambiguity or leaves matters uncertain.</li> <li>● Cite strong and thorough textual evidence to support the text.</li> <li>● Identify two or more themes or central ideas of a text</li> <li>● Explain how the themes or central ideas interact and build on one another to produce a complex account</li> <li>● Know how to write an objective summary.</li> <li>● Analyze how the text develops two or more central ideas or themes throughout a text.</li> <li>● Interpret how the text supports the themes or central ideas to produce a complex account of the text.</li> <li>● Formulate an objective summary that includes how the text builds upon the central ideas or themes to produce a complex account of the text.</li> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be</li> </ul>

### understanding of a novel?

#### Speaking and Listening:

- How can I effectively present my unique ideas and address other viewpoints in sophisticated language and style?
- How does one develop a sense of personal voice?
- How is human experience and behavior similar, regardless of place or time?
- How can one seek to understand the values of others without seeking to impose one's values on others?
- How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim?
- What is the use of evidence when speaking & presenting opinions?
- What types & forms of evidence will strengthen your position when speaking?
- How does a speaker use language to engage an audience?

#### Writing:

- How can examining complex issues from different perspectives develop valuable life and professional skills?
- What impact does personal responsibility have not only on the individual, but also the world as a whole?
- What makes a written argument successful?
- What is the most effective form of written communication?
- How do you use the stages of writing to create a more effective product?
- How does the form & style in which you write present various purposes of communication & impact your audience?
- What is the purpose of a universal format (such as MLA) of writing?

able to identify and evaluate its purpose accordingly.

- \*Identify ways in which Jordan does not adhere to the standards prescribed for women of her time.
- Identify clues in the text that Nick's feelings for Gatsby may be more romantic than platonic.
- Explain how rereading the text with a new lens enhances the reader's understanding of the characters and their motivations.

#### Speaking and Listening:

- Students will understand that effective verbal communication incorporates reasoning & evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient.
- Students will establish that credible information & diverse formats accompanying verbal communication enhances an argument.
- Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.

#### Writing:

- Students will understand that the verification of evidence, the inclusion of documented support, a superior command of language, and a sophisticated tone & style strengthen a written argument/claim.
- Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message.
- Students will understand that writing is a process that involves conducting & evaluating research, incorporating & citing sources, and writing in an approved universal style of MLA format.
- Students will determine that organization of thoughts & materials, and various stages of revision, including

	proofreading & editing, will strengthen the overall written product.
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Cornell notes (interactive notebook)</b>  <a href="https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf">https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf</a></p> <p><b>Literary Cues Chart (* for each new text in interactive notebook)</b></p> <p><b>Performance task entered to IANB</b> (This is connected to the types of writing/speaking as indicated in the standards. Informational or literary.)</p> <p><b>Close Reader</b>  “Kewauna’s Ambition” by Paul Tough  Short Constructed Response</p> <p>Informational pairing: <a href="#">“Grit” --TED TALK</a></p> <p>Close Reader  “Next Term, We’ll Mash You” Penelope Lively  “A Walk to the Jetty” from Annie John by Jamaica Kincaid</p> <p>Academic Vocabulary- Word Wall  <a href="http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html">http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html</a></p> <p>Context clues <b>SKILLS TEACHING WITH MEDIA <a href="#">YouTube</a></b></p> <p>“How Does Literature Help Answer Questions about Life?” Including <a href="#">“Seven Ages of Man”</a> by William Shakespeare and “Demeter” by Edith Hamilton</p>	<p><b>Reading:</b>  Curriculum Maps  Quality Questioning by Jackie A. Walsh &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.Kohots.org">www.Kohots.org</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a></p> <p><b>Writing:</b>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a>  <a href="http://www.turnitin.com">www.turnitin.com</a>  <a href="http://Owl.purdue.edu">Owl.purdue.edu</a>  <a href="http://www.Writingcenter.unc.ed">www.Writingcenter.unc.ed</a></p> <p><b>SKILLS TEACHING WITH MEDIA <a href="#">YouTube</a></b></p> <p><b>LGBTQ+</b>  <a href="https://www.glsen.org/educate/resources/curriculum">https://www.glsen.org/educate/resources/curriculum</a>  <a href="https://www.teach.lgbt/">https://www.teach.lgbt/</a></p>

Double entry chart

[Double Entry Chart](#)

[https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553\\_K12](https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12)

[Double entry chart with examples](#)

[Double-Entry LearnNet RP2 1.pdf](#)

“[American Dream Faces Harsh New Reality](#)” by Ari Shapiro  
Rhetoric entered to IANB **SKILLS TEACHING WITH MEDIA** [YouTube](#)

Tie in supplemental texts relating to different communities and recent Supreme Court decision to eliminate LGBT discrimination in the workplace.

<https://www.npr.org/2020/06/15/863498848/supreme-court-delivers-major-victory-to-lgbtq-employees>

*Obama victory speech broken down/rhetorical analysis:*  
[http://changingminds.org/analysis/obama\\_victory\\_speech.htm](http://changingminds.org/analysis/obama_victory_speech.htm)

*Obama's November 7, 2007, speech on the 'American Dream'*  
<http://www.cnn.com/2007/POLITICS/12/21/obama.trans.american.dream/>

**SOAPStone**

<https://d3jc3ahdjad7x7.cloudfront.net/MO11HRmZ1DPqGpN3dVzvIkcdUv59a5aaiGxwiDUN8UevkzSc.pdf>

The Great Gatsby F. Scott Fitzgerald

“A Window” by Carl Sandburg

“The Great Gatsby” Film (1974) & [2013]

\*LGBTQ lesson objectives listed

[F. Scott Fitzgerald: Homosexuality and the Genesis of Tender is the](#)

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

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](https://www.youtube.com/results?search_query=birds+pixar+short+film) (FRESHMAN)

[Night](#)

[The Queering of Nick Carraway](#)

**[THE GREAT GATSBY: LOOKING THROUGH A DIFFERENT LENS](#)**

**Cornell notes (interactive notebook)**

<https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20sy-stem.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.)

[“Barbie Doll”](#) by Marge Piercy

[“Barbie Doll” Analysis](#)

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

For “A Window” pairing activity:

<https://www.commonlit.org/book-pairings/the-great-gatsby>**Literary Cues Chart (\* for each new text in interactive notebook)**

[“The Men We Carry in Our Minds”](#) Scott Russell Sanders

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

[Prosperity and the American Dream Primary Docs](#)

COMPARING TWO OR MORE TEXTS graphic organizer

[https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553\\_K12](https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12)

<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=to30AJm2epO>

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

STONE AND MOOD

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

[https://www.youtube.com/watch?v=Ty1A7N\\_typc](https://www.youtube.com/watch?v=Ty1A7N_typc)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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>

[\\_CompareText\\_LearnNet\\_RP2.pdf](#)

“Harlem” by Langston Hughes (This can also pair with “American Dream Faces Harsh New Reality” )

“Let America Be America Again” or “I Too” by Langston Hughes

“I Hear America Singing.” by Walt Whitman

“America” by Claude McKay

“Incident” by Countee Cullen

COMPARING TWO OR MORE TEXTS graphic organizer

[https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553\\_K12](https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12)

[\\_CompareText\\_LearnNet\\_RP2.pdf](#)

### **Writing:**

[http://www.teach-nology.com/themes/lang\\_arts/](http://www.teach-nology.com/themes/lang_arts/)

[https://www.dailyteachingtools.com/free-graphic-organizers.html#](https://www.dailyteachingtools.com/free-graphic-organizers.html#2)

[2](#)

Compare/Contrast Essay to be completed in conjunction with *A Walk to the Jetty*.

Complete performance tasks

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.](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

[http://www.teach-nology.com/worksheets/language\\_arts/editing/](http://www.teach-nology.com/worksheets/language_arts/editing/)

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

<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](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=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](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](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](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)

<b>Suggested Options for Differentiation</b>	
<p><b>English Language Learners</b></p> <ul style="list-style-type: none"><li>● Visuals</li><li>● Gesturing</li><li>● Miming and roleplaying</li><li>● Use of realia and manipulatives</li><li>● Simplified language/teacher talk/thinking aloud</li><li>● ESL Support</li></ul> <p><i>Strategies:</i></p> <ul style="list-style-type: none"><li>● Personal word wall/word rings</li><li>● Introducing vocabulary before lesson</li><li>● Total physical response (TPR) activities (cluck, swish, etc.)</li><li>● Cloze activities</li><li>● Teacher modeling</li><li>● Pattern sentences (speak and/or writing)</li><li>● Choral chanting</li><li>● Small group instruction/cooperative learning</li><li>● Active Engagement using visual, auditory, kinesthetic tactile activities</li><li>● Allowing for additional wait time for student responses during conversations</li><li>● Scaffolding questions and instructional language</li><li>● Allowing for students to show uses gestures if not yet able to produce oral language</li><li>● Modeled and shared writing activities</li><li>● Providing a student buddy</li></ul> <p><b>Special Education</b></p> <ul style="list-style-type: none"><li>● Work longer books as skills in reading increase</li><li>● Use visuals</li><li>● Introduce key vocabulary before lesson</li></ul>	

- 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.
  - 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.

**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.
  - 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).
    - A.
- 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.

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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.

### **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.
  - 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.
- 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,
    - 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**

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

### **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>  <b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● How do experience and personality influence your interpretation of the text?</li> <li>● How do the words and mood show attitude?</li> <li>● What is the history surrounding the text?</li> <li>● What are the underlying messages in the text?</li> <li>● How is the theme supported within the text?</li> <li>● How do we draw meaning and understanding from a given text?</li> <li>● How can words influence societal and personal change?</li> <li>● How does a critical perspective help us analyze a literary work?</li> <li>● How do we learn to analyze texts to increase our understanding of the world around us?</li> <li>● How can I use the interaction of multiple themes presented in the text to summarize the author’s message?</li> <li>● How does the reading of about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</li> <li>● How does an author use language to engage readers?</li> <li>● How is the way in which a story is presented impact the interpretation?</li> <li>● How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?</li> <li>● Whose voice is missing from any of the course’s texts, visual/media representations, and materials used for this course? Why?</li> </ul>	<p><i>Students will be able to....</i>  <b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience</li> <li>● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence</li> <li>● Conduct a character analysis by evaluating what a character says, does, thinks, and what other characters say about him or her.</li> <li>● Explain how word choice affects tone and how tone supports the overall meaning of the text.</li> <li>● Determine and evaluate technical meaning (jargon)</li> <li>● Determine what the text actually means, considering satire,</li> </ul>

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

**Speaking and Listening:**

- How can I effectively present my unique ideas and address other viewpoints in sophisticated language and style?
- How does one develop a sense of personal voice?
- How is human experience and behavior similar, regardless of place or time?
- How can one seek to understand the values of others without seeking to impose one's values on others?
- How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim?
- What is the use of evidence when speaking & presenting opinions? What types & forms of evidence will strengthen your position when speaking?
- How does a speaker use language to engage an audience?

**Writing:**

- How can examining complex issues from different perspectives develop valuable life and professional skills?
- What impact does personal responsibility have not only on the individual, but also the world as a whole?
- What makes a written argument successful?
- What is the most effective form of written communication?
- How do you use the stages of writing to create a more effective product?
- How does the form & style in which you write present various purposes of communication & impact your audience?
- What is the purpose of a universal format (such as MLA) of writing?

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
- 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
- Analyze how the author unfolds a series of ideas or events, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.

**Speaking and Listening:**

- Students will understand that effective verbal communication incorporates reasoning & evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient.
- Students will establish that credible information & diverse formats accompanying verbal communication enhances an argument.
- Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.

**Writing:**

- Students will understand that the verification of evidence, the inclusion of documented support, a superior command of

	<p>language, and a sophisticated tone &amp; style strengthen a written argument/claim.</p> <ul style="list-style-type: none"> <li>• Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message.</li> <li>• Students will understand that writing is a process that involves conducting &amp; evaluating research, incorporating &amp; citing sources, and writing in an approved universal style of MLA format.</li> <li>• Students will determine that organization of thoughts &amp; materials, and various stages of revision, including proofreading &amp; editing, will strengthen the overall written product.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b><u>Reading:</u></b>  <b>Cornell notes (interactive notebook) **IANB</b>  <a href="https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf">https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf</a>          Literary Cues Chart* IANB          Performance Task IANB          Academic Vocabulary- Word Wall  <a href="http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html">http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html</a>          Context clues: <b>SKILLS</b> <b>TEACHING WITH MEDIA</b> <a href="#">YouTube</a></p> <p>“Speech on the Vietnam War” Martin Luther King Jr.          “People and Peace, not Profits and War” Shirley Chisholm          COMPARING TWO OR MORE TEXTS graphic organizer</p>	<p><b><u>Reading:</u></b>          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 &amp; Elizabeth D. Sattes          Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a>  <a href="http://www.Kohots.org">www.Kohots.org</a>  <a href="http://www.flocabulary.com">www.flocabulary.com</a>  <a href="http://www.newsela.com">www.newsela.com</a></p>

[https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553\\_K12\\_CompareText\\_LearnNet\\_RP2.pdf](https://static01.nyt.com/images/blogs/learning/pdf/2013/13-1553_K12_CompareText_LearnNet_RP2.pdf)

Mood IANB **SKILLS** **TEACHING WITH MEDIA**

**YouTube** Collection Opener for Voices of Protest: “Stream to Start” video (online TB)

Video History- The Presidents: LBJ: Civil Rights and Vietnam (online TB)

Audio “Speech on the Vietnam War” (online TB)

Level Up Tutorial: Analyzing Argument (online TB)

Level Up Tutorial: Elements of an Argument (online TB)

Annotation (see “strategies for annotation” in Teacher’s Edition pgs. 156, 165)

Collaborative Discussion (TB 164)

Analysis Questions & Citing Textual evidence (TB 166)

Vocabulary Strategy (TB 167)

Mood practice and apply: (TB 168)

The Things They Carried Tim O’Brien

**ANALYZING HOW EVENTS UNFOLD-A LOOK AT STONEWALL**

Mentor Text: *Stonewall Riots: Coming Out in the Streets* by Gayle E. Pitman

When it comes to Stonewall, the myths are as famous as the riots

Annotation

[https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/5-point\\_annotation\\_rubric.pdf](https://www.scholastic.com/content/dam/teachers/blogs/mary-blow/migrated-files/5-point_annotation_rubric.pdf)

[www.turnitin.com](http://www.turnitin.com)

**Writing:**

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

[Owl.purdue.edu](http://Owl.purdue.edu)

[www.Writingcenter.unc.edu](http://www.Writingcenter.unc.edu)

**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=PLUhgYivFwYuf3njyx9Pph4hshP29AAXSx&index=2>

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

PLOT

Journal Entries/Short Response

<http://www.rcs.k12.in.us/files/Rubric%20for%20Assessing%20a%20Journal%20Entry.pdf>  
[Double Entry Chart](#)

“A Modest Proposal” Jonathan Swift (TB 199-208)

Literary Cues Chart\* IANB

Performance Task IANB

Academic Vocabulary- Word Wall

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

Word Sharp: *Context Clues: Synonyms and Restatement*

<http://www.lds.org/cms/lib/PA09000083/Centricity/Domain/18/5contextclues.pdf>

Third World America” Photojournalism Alison Wright (TB 213-216)

Determining Author’s Purpose: Practice and Apply (TB 217)

Author’s purpose

<https://iblog.dearbornschools.org/deller/wp-content/uploads/sites/232/2014/01/authors-purpose-packet.pdf>

Level Up Tutorials: *Analyzing Visuals*

<https://sites.google.com/a/harmonytx.org/mr-fell-s-english-i-class/home/level-up-tutorials>

Literary Cues Chart\* IANB

Performance Task IANB

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](#)

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

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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=r6OkICdzoek>

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>

**Writing:**

[http://www.teach-nology.com/themes/lang\\_arts/](http://www.teach-nology.com/themes/lang_arts/)  
<https://www.dailyteachingtools.com/free-graphic-organizers.html#2>

Complete performance tasks

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.](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

[http://www.teach-nology.com/worksheets/language\\_arts/editing/](http://www.teach-nology.com/worksheets/language_arts/editing/)

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

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

[https://www.youtube.com/watch?v=uYoX\\_Oyknao](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=Ty1A7N_type)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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=Bf2biFNItfI>

<https://www.youtube.com/watch?v=6spWj70l3x0>

[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](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=CN9e_zg11vM)

<https://www.youtube.com/watch?v=11WNAAtiru90>

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

IRONY

[https://www.youtube.com/watch?v=tqg6RO8c\\_W0](https://www.youtube.com/watch?v=tqg6RO8c_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=y5z3zWJIthI> ( 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](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](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=4dGzbrrxx8I>(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.
  - 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).

**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.

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

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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.

### **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.
  - 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.

- 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.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**

- 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.
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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.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).
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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

### **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>  <b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● How does the reading of about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</li> <li>● How does an author use language to engage readers?</li> <li>● How is the way in which a story is presented impact the interpretation?</li> <li>● How do experience and personality influence your interpretation of the text?</li> <li>● How do the words and mood show attitude?</li> <li>● What is the history surrounding the text?</li> <li>● What are the underlying messages in the text?</li> <li>● How is the theme supported within the text?</li> <li>● How do we draw meaning and understanding from a given text?</li> <li>● How can words influence societal and personal change?</li> <li>● How does a critical perspective help us analyze a literary work?</li> <li>● How do we learn to analyze texts to increase our understanding of the world around us?</li> <li>● How can I use the interaction of multiple themes presented in the text to summarize the author’s message?</li> <li>● How does the reading of about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</li> <li>● How does an author use language to engage readers?</li> <li>● How is the way in which a story is presented impact the interpretation?</li> <li>● How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used</li> </ul>	<p><i>Students will be able to....</i>  <b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</li> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> <li>● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior</li> </ul>

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
- Why is it important to evaluate literature through different lenses?

**Speaking and Listening:**

- How can I effectively present my unique ideas and address other viewpoints in sophisticated language and style?
- How does one develop a sense of personal voice?
- How is human experience and behavior similar, regardless of place or time?
- How can one seek to understand the values of others without seeking to impose one's values on others?
- How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim?
- What is the use of evidence when speaking & presenting opinions? What types & forms of evidence will strengthen your position when speaking?
- How does a speaker use language to engage an audience?

**Writing:**

- How can examining complex issues from different perspectives develop valuable life and professional skills?
- What impact does personal responsibility have not only on the individual, but also the world as a whole?
- What makes a written argument successful?
- What is the most effective form of written communication?
- How do you use the stages of writing to create a more effective

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
- 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:**

- Students will understand that effective verbal communication incorporates reasoning & evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient.
- Students will establish that credible information & diverse formats accompanying verbal communication enhances an argument.

<p>product?</p> <ul style="list-style-type: none"> <li>• How does the form &amp; style in which you write present various purposes of communication &amp; impact your audience?</li> <li>• What is the purpose of a universal format (such as MLA) of writing?</li> </ul>	<ul style="list-style-type: none"> <li>• Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that the verification of evidence, the inclusion of documented support, a superior command of language, and a sophisticated tone &amp; style strengthen a written argument/claim.</li> <li>• Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message.</li> <li>• Students will understand that writing is a process that involves conducting &amp; evaluating research, incorporating &amp; citing sources, and writing in an approved universal style of MLA format.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Reading:</b>  “The Tragedy of Hamlet” William Shakespeare  <b>Cornell notes (interactive notebook) **IANB</b>  <a href="https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf">https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf</a>  Literary Cues Chart* IANB  Performance Task IANB  Academic Vocabulary- Word Wall  <a href="http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html">http://www.readwritethink.org/professional-development/strategy-guides/using-word-walls-develop-31164.html</a></p>	<p><b>Reading:</b>  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 &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a>  <a href="http://www.commonlit.org">www.commonlit.org</a></p>

## **Shakespeare**

<https://www.varsitytutors.com/englishteacher/shakespeare>

Professional Development Podcast: Text Complexity (Online TB pg.231A)

Close Reader Selection: From the Tragedy of Hamlet (Act 1, Scene 1-2)

*Shakespearean Drama* (TB pgs 231-234)

A&E video “Biography: William Shakespeare” (ebook)

Close Read Screen Casts (TB pgs 237, 263, 284, 311, 333)

[Hamlet: Ophelia, gender and madness](#)

[British Library Ophelia, gender and madness](#)

### **Hamlet’s Femininity**

Level Up Tutorial: Character and Conflict tIANB

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

Level Up Tutorial: Paraphrasing IANB

Level Up Tutorial: Character Motivation IANB

Level Up Tutorial: Summarizing

Level Up Tutorial: Conflict

Level Up Tutorial: Making Inferences

Level Up Tutorial: Plot Stages

Level Up Tutorial: Plot: Sequence of Events

Level Up Tutorial: Character Types

Level Up Tutorial: Elements of Drama

Analyze Interpretations of Drama: Reteach

Film Versions:

*Hamlet* (1980) & *Hamlet* (2009) (Online TB 357, 358)

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Pygmalion and My Fair Lady

[www.Kohots.org](http://www.Kohots.org)

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

### **Writing:**

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

[Owl.purdue.edu](http://Owl.purdue.edu)

[www.Writingcenter.unc.edu](http://www.Writingcenter.unc.edu)

### **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>

The Three Musketeers (1993 & 2011)

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“Blocking the Transmission of Violence” by Alex Kotlowitz (TB 379)

Level Up Tutorials: Drawing Conclusions; evidence

Interactive Whiteboard Lesson: Author’s Purpose and Perspective (TB 394)

Activity: Discussion (TB 392)

Critical Vocabulary Practice and Apply (TB 393)

Language and Style: Indirect and Direct Quotations Practice and Apply. (TB 394)

The Kite Runner Khaled Hosseini

**Cornell notes (interactive notebook) \*\*IANB**

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

Literary Cues Chart\* IANB

Performance Task IANB

Academic Vocabulary- Word Wall

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

*Kite Runner* Film Clips

Khaled Hosseini Interview:

“His personal refugee story”

<https://www.youtube.com/watch?v=4XJ1DSgwBE>

Khaled Hosseini Interview: Play after the “controversial” Scene Ch. 7)

<https://www.youtube.com/watch?v=TEFKuA-oGYI>

<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=PL0OBybFu2I>

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

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

[https://www.youtube.com/watch?v=Ty1A7N\\_tyc](https://www.youtube.com/watch?v=Ty1A7N_tyc) ( JUNIOR SENIOR)

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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=r6OkICdzook>

Article: ‘The Kite Runner’ Film Outlawed in Afghanistan David M. Halbfinger:

<http://www.nytimes.com/2008/01/16/world/asia/16kiterunner.html>

*Remembering Afghanistan’s Golden Age* Elisabeth Bumiller

<http://www.nytimes.com/2009/10/18/weekinreview/18bumiller.html>

*An Afghan American Speaks* by Tamim Ansari

[http://www-av.pps.k12.or.us/doc/n00020\\_tg.pdf](http://www-av.pps.k12.or.us/doc/n00020_tg.pdf)

“A Historical Overview of Afghanistan” Mir Hekmatullah Sadat, PH.D. (Pg. 4 of document)

<http://www.penguin.com/static/pdf/teachersguides/kiterunnertg0110a.pdf>

“Hatred” Wislawa Szymborska (TB 395)

Level Up Tutorials: Figurative Language IANB

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

Determine Figurative Meanings: Personification IANB

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

Analyze Language: Repetition and Parallelism

Idioms IANB

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

Collaborative Discussion (TB 396)

Language and Style: Repetition and Parallelism Practice and Apply (TB 398)

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

<https://www.youtube.com/watch?v=pEfIcz8epmE>

<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\\_Oyknao](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=Ty1A7N_type)

[https://www.youtube.com/watch?v=SQq7XZ\\_Im34&t=2s](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=IaDfmjs2sWI> (FRESHMAN)

<https://www.youtube.com/watch?v=Bf2biFNItfI>

<https://www.youtube.com/watch?v=6spWj7O13x0>

[https://www.youtube.com/watch?v=73p\\_oKEYqTQ](https://www.youtube.com/watch?v=73p_oKEYqTQ)

SUSPENSE

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

Writing: Using Precise Words and Phrases Practice and Apply (TB 398a)

**Writing:**

[http://www.teach-nology.com/themes/lang\\_arts/](http://www.teach-nology.com/themes/lang_arts/)

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

Complete performance tasks

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.](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

[http://www.teach-nology.com/worksheets/language\\_arts/editing/](http://www.teach-nology.com/worksheets/language_arts/editing/)

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

<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=CN9e_zg11vM)

<https://www.youtube.com/watch?v=11WNAtiru90>

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

IRONY

[https://www.youtube.com/watch?v=tqg6RO8c\\_W0](https://www.youtube.com/watch?v=tqg6RO8c_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=pcWOpSulkbw> (FUNNY EXAMPLE)

PARALLELISM

[https://www.youtube.com/watch?v=RqUo9R1qX\\_M](https://www.youtube.com/watch?v=RqUo9R1qX_M)

CHARACTERIZATION

<https://www.youtube.com/watch?v=IRW6yVOHCQc>

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

JUXTAPOSITION

[https://www.youtube.com/watch?v=nO\\_crzYmpxo](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.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.

**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.
  - A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
  - B. Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
  - C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.IW.11–12.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
  - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.NW.11–12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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

### **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.
  - 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.
- 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).

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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.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).

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## 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.
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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 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>  <b>Essential Questions</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● How does the reading of about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</li> <li>● How does an author use language to engage readers?</li> <li>● How is the way in which a story is presented impact the interpretation?</li> <li>● How do experience and personality influence your interpretation of the text?</li> <li>● How do the words and mood show attitude?</li> <li>● What is the history surrounding the text?</li> <li>● What are the underlying messages in the text?</li> <li>● How is the theme supported within the text?</li> <li>● How do we draw meaning and understanding from a given text?</li> <li>● How can words influence societal and personal change?</li> <li>● How does a critical perspective help us analyze a literary work?</li> <li>● How do we learn to analyze texts to increase our understanding of the world around us?</li> </ul> <ul style="list-style-type: none"> <li>● How can I use the interaction of multiple themes presented in the text to summarize the author’s message?</li> <li>● How does the reading of about a topic from multiple points of view and perspectives offer a deeper understanding of a text?</li> <li>● How does an author use language to engage readers?</li> </ul>	<p><i>Students will be able to....</i>  <b>Objectives</b></p> <p><b>Reading (Literature &amp; Informational):</b></p> <ul style="list-style-type: none"> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</li> <li>● Students will understand that citing textual evidence further supports analysis and leads to a deeper understanding of the text.</li> <li>● Students will understand that the use of language provides various perspectives &amp; interpretations of a text.</li> <li>● Students will understand that multiple interpretations of a story or message can emerge from the form in which it is presented &amp; the style in which it is written.</li> <li>● Students will understand the full range of information (i.e. literal and figurative, explicit and implicit) a text offers and be able to identify and evaluate its purpose accordingly.</li> <li>● Determine the difference between strong and insufficient (unreliable) details</li> </ul>

- How is the way in which a story is presented impact the interpretation?
- 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?
- Why is it important to evaluate literature through different lenses?

**Speaking and Listening:**

- How can I effectively present my unique ideas and address other viewpoints in sophisticated language and style?
- How does one develop a sense of personal voice?
- How is human experience and behavior similar, regardless of place or time?
- How can one seek to understand the values of others without seeking to impose one's values on others?
- How does the presentation of various positions (including the opposing view) of an oral argument allow the speaker to support his/her claim?
- What is the use of evidence when speaking & presenting opinions? What types & forms of evidence will strengthen your position when speaking?
- How does a speaker use language to engage an audience?

**Writing:**

- How can examining complex issues from different perspectives develop valuable life and professional skills?
- What impact does personal responsibility have not only on the

- 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
- 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:**

- Students will understand that effective verbal communication incorporates reasoning & evidence, multiple perspectives of the argument, and promotes thinking from the audience or recipient.
- Students will establish that credible information & diverse formats accompanying verbal communication enhances an

<p>individual, but also the world as a whole?</p> <ul style="list-style-type: none"> <li>• What makes a written argument successful?</li> <li>• What is the most effective form of written communication?</li> <li>• How do you use the stages of writing to create a more effective product?</li> <li>• How does the form &amp; style in which you write present various purposes of communication &amp; impact your audience?</li> <li>• What is the purpose of a universal format (such as MLA) of writing?</li> </ul>	<p>argument.</p> <ul style="list-style-type: none"> <li>• Students will understand that sophisticated vocabulary and superior articulation of language effectively engages an audience.</li> </ul> <p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• Students will understand that the verification of evidence, the inclusion of documented support, a superior command of language, and a sophisticated tone &amp; style strengthen a written argument/claim.</li> <li>• Students will understand that writing can be presented in various forms and the most effective communication in writing incorporates form, style, and superior vocabulary to convey the message.</li> <li>• Students will understand that writing is a process that involves conducting &amp; evaluating research, incorporating &amp; citing sources, and writing in an approved universal style of MLA format.</li> </ul>
<b>Instructional Plan</b>	
<b>Suggested Activities/Routines</b>	<b>Resources</b>
<p><b>Reading:</b>  <i>Beowulf</i> by The Beowulf Poet, translated by Burton Raffel (TB pgs. 409-424)  <a href="https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf">https://shp.utmb.edu/asa/Forms/cornell%20note%20taking%20system.pdf</a></p> <p><b><u>The secret LGBTI history of Vikings, Valkyries and Norse gods</u></b>  <b><u>Loki: Trickster and Gender Rebel</u></b></p>	<p><b>Reading:</b>  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 &amp; Elizabeth D. Sattes  Teach Like a Champion <i>By Doug Lemov</i>  <a href="http://www.epicbooks.com">www.epicbooks.com</a>  <a href="http://www.readinga-z.com">www.readinga-z.com</a></p>

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Literary Cues Chart\* IANB

Performance Task IANB

Academic Vocabulary- Word Wall

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

“Explosion of the Space Shuttle *Challenger*: Address to the Nation,”  
Speech by Ronald Reagan (TB pg. 429)

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*Frankenstein* by Mary Shelley

*Frankenstein* Globe Pearson Adapted Classic

[Teaching ‘Frankenstein’ With The New York Times](#)

[Exploring The Inherent Queer Undertones Of Mary Shelley's "Frankenstein"](#)

[Byron's Boyfriends](#)

[The Queer and the Creepy: Homosexual Desire in Mary Shelley's Frankenstein](#)

“Are Genetically Modified Foods Scary?” by Palome Reyes (CR pg 109)

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[www.commonlit.org](http://www.commonlit.org)

[www.Kohots.org](http://www.Kohots.org)

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

**Writing:**

[www.flocabulary.com](http://www.flocabulary.com)

[www.newsela.com](http://www.newsela.com)

[www.turnitin.com](http://www.turnitin.com)

[Owl.purdue.edu](http://Owl.purdue.edu)

[www.Writingcenter.unc.ed](http://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>

“Harrison Bergeron” by Kurt Vonnegut  
Additional Support Texts: [“All Summer in a Day”](#) by Ray Bradbury

“Blackheart” by Mark Brazaitis (CR pgs. 99-105)

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[EDUCATORS’ Guide for ELIZABETH ACEVEDO’s Clap When You Land...](#)

[Tragedy Reveals 2 Secret Families In 'Clap When You Land'](#)

**Writing:**

[http://www.teach-nology.com/themes/lang\\_arts/](http://www.teach-nology.com/themes/lang_arts/)  
<https://www.dailyteachingtools.com/free-graphic-organizers.html#2>

<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=PL0OBybFu2I>

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

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

[https://www.youtube.com/watch?v=Ty1A7N\\_tyc](https://www.youtube.com/watch?v=Ty1A7N_tyc) ( JUNIOR SENIOR)

THEME

[https://www.youtube.com/results?search\\_query=birds+pixar+short+film](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=eoN11Ue5ZtO>

<https://www.youtube.com/watch?v=r6OkICdzoek>

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=jahkiMYVphU>  
[https://www.youtube.com/watch?v=uYoX\\_Oyknao](https://www.youtube.com/watch?v=uYoX_Oyknao)

#### TONE AND MOOD

<https://www.youtube.com/watch?v=rZKOXL03fx8>  
[https://www.youtube.com/watch?v=Ty1A7N\\_type](https://www.youtube.com/watch?v=Ty1A7N_type)  
[https://www.youtube.com/watch?v=SQq7XZ\\_I34&t=2s](https://www.youtube.com/watch?v=SQq7XZ_I34&t=2s) (MOOD)  
<https://www.youtube.com/watch?v=0riOHk3P0>

#### 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=laDfmjs2sWI> (FRESHMAN)  
<https://www.youtube.com/watch?v=Bf2biFNItfI>  
<https://www.youtube.com/watch?v=6spWj70l3x0>  
[https://www.youtube.com/watch?v=73p\\_oKEYqTO](https://www.youtube.com/watch?v=73p_oKEYqTO)

#### 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=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](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](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](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:**