

11 <sup>th</sup> Grade - Unit 1				
What is the genesis of an American Dream? – first 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Unit Focus Standards	1-Cite text evidence 2-Determine themes/summarize 3-Analyze characters/events	3-Narrative 1-Argument	1-Prepare and participate	1,2-Conventions 5-Figurative language, word relationships, and nuances
Topical Essential Questions	How do writers develop dynamic characters and storylines?	How does what we read impact what we write?	How do readers gain big ideas about time periods?	How does a writer highlight events and characters?
Enduring Understandings	Writers integrate background knowledge and experience with creativity to develop dynamic text.	Writers use models to incorporate different writing styles into their own writing.	Readers compare information from multiple pieces of text to obtain central themes.	Writers choose a variety of styles and techniques to establish voice.
Assessments	Formative		Summative	
	Read, Annotate, and Mark Documents and Narratives Narrative Writing: Using Text as a Model Routine reading/writing Prompt Analysis Diagnostic Prompt		Narrating the “Dream”  <i>*Additional Summative Assessments developed by the grade level per building</i>	
Learning Targets	I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. I can determine two or more central ideas of a text and analyze their development over the course of the text, including			

	<p>how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.                      I can analyze multiple interpretations of a time period, evaluating how each version interprets the time period.                      I can replicate a variety of author’s style and syntax.                      I can demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.                      I can 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.                      I can identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).                      I can craft a variety of narrative styles.</p>			
<p><b>Essential Vocabulary</b></p>	<p><b>Tier 2</b></p>		<p><b>Tier 3</b></p>	
	<p>Cite                      Analysis                      Explicit                      Implicit                      Inference                      Determine                      Excerpt                      Intended Audience</p>	<p>Produce                      Coherent                      Interact                      Culture                      Perspective                      Complexity                      Diversity                      Attitude</p>	<p>Points of View                      Theme                      Style                      Denotation                      Connotation                      Diction                      Literary text                      Literary analysis                      Symbol                      Stereotype                      Imagery                      Voice</p>	<p>Tone                      Syntax                      Metaphor Types                      Simile                      Hyperbole                      Personification                      Clear thesis                      Artistic poetry                      Anaphora</p>
<p><b>Recommended Text Selections</b></p>				

11 <sup>th</sup> Grade - Unit 2				
How do American authors create meaning? – second 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Standards	1-Cite 5-Analyze structure 6-Analyze point of view	1-Argument 2-Informative/Expository 9-Draw evidence to support	1-Prepare and participate	3-Language functions in contexts
Topical Essential Questions	How does a writer engage with their reader?	What makes rhetoric effective, powerful and persuasive?	What makes a meaningful analysis?	Why do writers choose a particular medium or structure to deliver their message?
Enduring Understandings	Writers cite evidence from multiple sources and integrate that information to maintain their ideas, but also establish ethos, logos and pathos.	Rhetoric needs to share a writer’s point of view delivered within a specific style that impacts an audience using rhetorical appeals, language and conventions.	A meaningful analysis should focus on the context, creator, medium, claims, and appeals of a text.	Writers investigate their intended audience and address both the needs of the message and the needs of their audience.
Assessments	Formative		Summative	
	Read, Annotate, and Mark Text for Rhetorical Strategies Collaborative Analysis Analysis of Multi-media Routine reading/writing Citations		Rhetorical Analysis  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</p> <p>I can 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.</p> <p>I can analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>I can provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p>I can gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>		
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Plagiarism Paraphrase Quote Cite Concise Conform Belief impact</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Exigency Rhetorical Strategies Irony Mood Character validity Reliability Diverse viewpoints</p>	<p>Secondary Source Primary Source Tableau Foreshadowing Archetype Academic voice</p>
<p><b>Recommended Text</b></p>			

11 <sup>th</sup> Grade - Unit 3				
Through what pathways are dreams pursued? – third 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Unit Focus Standards</b>	7-Analyze in two different mediums 8-Delineate/evaluate argument and claims 9-Analyze source material	7-Short/sustained research 8-Gather sources 9-Draw evidence to support	2-Diverse media formats 5-Make strategic use of digital media	1, 2-Conventions
<b>Topical Essential Questions:</b>	How and why is an annotated bibliography composed?	How do writers use multi-literacies in research?	What lies beneath the surface of a text?	How do grammatical errors affect the desired outcome of a piece of writing?
<b>Enduring Understandings</b>	Writers evaluate the appropriateness of resources demonstrating their research skills and have a responsibility to use information in a moral and ethical manner to learn deeply about a topic.	Writers gather evidence and background knowledge from media, criticisms, visuals, and technology to respond to a researchable question.	Close reading a text allows a reader to see time period traditions, themes, and styles, trends to evaluate philosophical, political, ethical, and social influences that shape characters, plots, and settings.	Written and spoken communication and proper mechanics promote fluency and demonstrate to an audience the tone and manner of the message.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Annotated Bibliography Drafts Outline/Organizers Routine reading/writing		Myth or Reality: Researching the American Dream  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>I can organize my research in a thoughtful manner.</p> <p>I can create an annotated bibliography to demonstrate the usefulness and validity of a variety of resources.</p> <p>I can conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>I can demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>I can draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>I can demonstrate my understanding of plagiarism and copyright laws using MLA style.</p>		
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Influence Pursue Observation Annotation Comparison Cultural Experience</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Ethos Logos Pathos Active voice Transcend Insight Perspective Appeals</p>	<p>Passive Voice Thesis Argument Rhetoric Tragedy Claim Bibliography</p>
<p><b>Recommended Text</b></p>			

11 <sup>th</sup> Grade - Unit 4				
How do personal dreams impact community? – fourth 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Unit Focus Standards</b>	7-Analyze in two different mediums 8-Delineate/evaluate argument and claims 9-Analyze source material	1-Argument 7-Short/sustained research 8-Gather sources	2-Diverse media formats 4 - Presentation	1, 2-Conventions
<b>Topical Essential Questions</b>	How does a writer synthesize information from a variety of sources?	How can a reader identify and use an author’s claim?	How can multimedia be used to share a message?	How do writers use another’s words to support claims?
<b>Enduring Understandings</b>	Writers affirm the validity of evidence from various sources to embed in their own claims and ideas.	Readers can use author’s claims from a variety of sources to support their thinking.	Students will be able to produce clear ideas as a writer, involving selecting appropriate style and structure for an audience, strengthened through revision and technology.	Writers avoid plagiarism and give recognition to others through direct quotations, paraphrasing, citations and bibliographies.
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Routine reading/writing Proposal Problem/Solution Graphic Organizers		Independent Synthesis Project  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. I can 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.</p> <p>I can establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p> <p>I can evaluate the validity of source materials and demonstrate the rationale in my thinking.</p> <p>I can use a variety of graphic organizers to formulate my ideas.</p> <p>I can write a proposal.</p>		
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Synthesis Conflict Reasoning Value Revision</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Persona Juxtaposition Allusion Satire Points of View</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Diction Syntax Sentence structures Argument Structures Exaggeration lens</p>
<p><b>Recommended Text Selections</b></p>			