

**Curriculum and Instruction
BoE Subcommittee
Tuesday, April 28, 2020
Virtual Meeting
10:30 A.M.**

In consideration of public health, open meetings and the Governor’s Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES; this meeting will include an option for the public to phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting.

Joining info: **Join by phone**
 +1 414-909-4751 (PIN: 324 909 729#)

| Item | Estimated Time | Topic | Person Responsible |
|-------------|-----------------------|-------------------------------------|---------------------------|
| 1 | 10:30 AM | Call to Order | |
| 2 | 10:30 AM | Approval of the 3.10.20 Minutes | |
| 3 | 10:30 AM | Public Participation | |
| 4 | 10:35 AM | Preview New Curriculum: English I | Abi Marks |
| 6 | 11:00 AM | Preview New Curriculum: English III | Abi Marks |
| 7 | 11:25 AM | Update Curriculum Approval Schedule | Anne Uberti |
| 8 | 11:25 AM | Public Participation | |
| 9 | 11:30 AM | Adjourn | |



6 Curriculum Developers

| Unit: | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
|--|-----|-----|-------|-------|-------|-------|-------|-------|-------|-------|
| Understanding What Makes Us Human | 1-4 | 5-9 | | | | | | | | |
| Recognizing and Responding with Resiliency | | | 10-18 | 19-28 | 29-31 | | | | | |
| Life is a Matter of Decisions | | | | | 1-18 | 19-28 | 29-31 | | | |
| Stand Up, Speak Out: A Call for Social Justice | 1-4 | 5-9 | 10-12 | 13-15 | 16-18 | 19-21 | 22-24 | 25-28 | 29-31 | 32-36 |



Understanding What Makes Us Human

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Voice and Identity

Process Concepts: summarizing, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

English Microconcepts: theme, evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

Knowledge Concepts: voice, identity, empathy, human nature

Generalizations / Enduring Understandings

1. Stories reflect on the human experience through author's purpose.
2. Theme conveys a universal truth about human nature and why it is important.
3. A critical reader distinguishes between objective and subjective, as well as relevant and irrelevant details.
4. Author-selected details in plot, conflict, and characterization shape theme.
5. Author's voice elicits reader response.
6. Authors' manipulation of sentence structure engages the reader and develops voice.
7. Author's voice contributes to the reader's understanding of theme.
8. Close reading identifies appropriate evidence to support a justifiable theme.
9. Reading a wide range of stories helps develop empathy and an understanding of self (identity) and others.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. Why do authors write stories? (C)
- 1b. Do authors write stories for the same purpose? (P)
- 1c. What is human nature? (F)
- 2a. What is theme? (F)
- 2b. Why is understanding universal truth and human nature important? (C)
- 2c. How does a theme differ from a moral or lesson? (C)
- 2d. Is it possible to write a truly original story? (P)
- 3a. What is the difference between objective and subjective, relevant and irrelevant details? (F)
- 3b. How do readers differentiate between objective and subjective, relevant and irrelevant details? (C)
- 4a. What are plot, conflict and characterization? (F)
- 4b. Why do authors include the details they choose? (C)
- 5a. What is voice in writing? (F)
- 5b. What strategies do authors use to develop voice? (F)
- 5c. How does voice impact reader response - emotionally and intellectually? (C)
- 6a. What are the parts that make up a whole sentence? (F)
- 6b. What is the difference between a phrase and a clause? (F)
- 6c. What are the types of clauses? (F)
- 6d. How do authors use sentence structure to engage the reader and develop voice? (C)
- 6e. How do authors create variety in their writing? (C)
- 7a. How does an author's voice facilitate the reader's understanding of theme? (C)
- 8a. What strategies do readers employ to close read? (F)

- 8b. How do details in plot, conflict, and characterization shape theme? (C)
8c. Are some pieces of textual evidence better than others? (P)

- 9a. How does reading stories help us understand ourselves and others? (C)
9b. How does reading stories help us understand what makes us human and feel empathy for others? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They comprehend as well as critique.
- They value evidence.

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will objectively summarize a text.

Students will identify and state themes in two parts without using morals or cliches.

Students will draw conclusions about how authors reveal theme and will justify their analysis with appropriate evidence.

Students will interpret and analyze how authors develop voice and its impact on the reader.

Critical Content & Skills

What students must KNOW and be able to DO

Students will be able to define human nature.

Students will be able to define theme as a two-part statement revealing a universal truth and its importance.

Students will be able to delineate between objective and subjective, relevant and irrelevant details.

Students will be able to define plot, conflict and characterization.

Students will be able to identify voice in writing and strategies authors use to develop voice.

Students will be able to identify parts of speech and clauses in others' writing and their own.

Students will be able to identify and employ close reading strategies.

Students will be able to identify and support a theme from a story.

theme, evidence, connections, summary, literary terms: plot, sub plot, setting, character, motivation, conflicts (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, tone, literary devices, parts of speech, phrases, clauses

summarizing, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

Core Learning Activities

Writing a Summary

Students will read fiction and determine the relevant details to include in a summary that includes the narrative elements, such as plot, main characters, and setting.

Identifying Theme

As theme is what the author is saying about human nature and reading texts help students understand what makes us human, students get a variety of opportunities to identify theme from different medium, selecting from short videos, music videos, short stories, and full length texts.

Students read a short story, identify a central theme and write an essay that develops the central theme.

Narrative Writing

Students compose their own narrative, based on personal experience or a character in the core text.

Assessments

Close Reading Assessment

Formative: Other written assessments

Students will close read and annotate a text to identify and support analysis of a theme.

 Close Reading and Annotation Rubric.docx

Narrative

Resources

Professional & Student

Full-length Texts:

Speak by Laurie Halse Anderson

Night by Elie Wiesel

To Kill a Mockingbird by Harper Lee

Lord of the Flies by William Golding

If I Should Die Before I Wake by Han Nolan

Romeo and Juliet by William Shakespeare

Summative: Narrative Writing Assignment

Students will employ voice and understanding of human nature to write a story (fictional or memoir) that conveys a theme.

Students will reflect on the choices they made in developing their voice and theme.

Monster by Walter Dean Myers

Short Stories:

"A Brief Moment in the Life of Angus Bethune" by Chris Crutcher

"Sucker" by Carson McCullers

"Scarlet Ibis" by James Hurst

"Teenage Wasteland" by Ann Tyler

"Two Kinds" by Amy Tan

"The Osage Orange Tree" by William Stafford

"The Necklace" by Guy de Maupassant

"The Bass, the River, and Sheila Mant" by W.D. Wetherell

"Isabel Fish" by Julie Orringer

Poetry:

"Richard Cory" by Edwin Arlington Robinson

Films:

The Sandlot

Finding Forrester

Romeo and Juliet dir. by Zeffereilli

William Shakespeare's Romeo + Juliet dir. by Baz Luhrmann

Twilight Zone episodes (i.e. "One for the Angels," "The Hitchhiker")

Various Pixar shorts

Johnny Cash "Hurt" video

Youtube video: "How to find a theme"

<https://www.youtube.com/watch?v=p4qME64SkxM>

Potential Additional Activities:

- Students read *To Kill A Mockingbird* and write a creative piece from the perspective of one of the characters where they "walk around in another character's skin." This may include the incorporation of research for support.
- Students take a main character to focus on and create graphics to identify the adjectives, nouns, and verbs associated with that character. Using the details they create a poem that encapsulates the inferences about that character.
- Students participate in centers where they experience and discuss a variety of supplemental materials providing multiple perspectives on the core text.
- Draft and workshop personal narratives in small writing groups.

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Social Studies, World Language and Music - True stories of individuals from different cultures and time periods help us develop empathy.

World Language - Structures of language can be manipulated to develop voice.



Atlas Version 9.6

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Recognizing and Responding with Resiliency

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Perception, Balance, and Hardship

Process Concepts: quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferencing, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

English Microconcepts: literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, parallel structure, colon

Knowledge Concepts: perception, balance, hardship, resiliency, journey, self-care, mindfulness, self-awareness, self-expression, self-image, private and public self, conflict & relationships

Generalizations / Enduring Understandings

1. Individuals faced with hardship or conflict innately seek comfort. Resilient individuals have self awareness and choose more productive strategies for long-term solutions.
2. Conflict between private and public perception of self requires a decision to defend one's perception or to accept others'.
3. Self care promotes one's ability to respond with resiliency.
4. Resiliency increases by reevaluating relationships based on their positive or negative influence on oneself.
5. Resilient individuals balance between self-care and contribution to the greater good.
6. One's perception of hardship transforms with experience.
7. Author-selected details, e.g., literary devices, enable the reader to visualize and better understand the implied meaning of their work.
8. Sentence structure and punctuation balance content and style.
9. The recursive practices of reading and writing foster one's ability to explore and interact with the world and develop literary skills and resiliency to become a contributing member.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is resiliency? (F)
- 1b. What are strategies resilient people use? (F)
- 1c. How is the quality of life different for those who are resilient versus those who aren't? (C)
- 1d. How can individuals be resilient in the face of conflict or hardship? (C)
- 1e. Is resilience necessary? (P)
- 1f. What happens when resilience fails? (C)

- 2a. Is there always a difference between public and private self? (P)
- 2b. What happens when our perceptions of ourselves differ from others' perceptions of us? (C)

- 3a. What are self care strategies? (F)
- 3b. How do people use self care to overcome hardship or respond to conflict? (C)

- 4a. What factors affect one's ability to care for and express oneself? (F)
- 4b. How do relationships impact one's ability to be resilient? (C)

- 5a. What are the costs and benefits of being resilient? (C)
- 5b. How does one find a balance between self-care and contributing to the greater good? (C)
- 5c. Is the greater obligation to self or the community? (P)
- 5d. What motivates people to choose self over community or community over self? (P)

- 6a. Is hardship universally defined? (P)
- 6b. How do experiences shape one's perception of hardship? (C)

- 7a. Why do authors select details, e.g. literary devices? (C)

7b. How do details, e.g. literary devices, facilitate readers' understanding of a text? (C)

7c. What is the difference between show and tell? (C)

8a. What is parallel structure? (F)

8b. When is parallel structure used? (F)

8c. How do writers use colons? (F)

8d. How do authors balance content and style? (C)

9a. How do reading and writing relate to each other and to the world? (C)

9b. How do we develop resiliency through and in reading and writing? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c. Use words, phrases, and 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.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. 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).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.9-10.3a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.9-10.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.9-10.3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.9-10.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. 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.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1a. Use parallel structure.*

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2b. Use a colon to introduce a list or quotation.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify and analyze how authors use details, e.g. literary devices, to create meaning.

Students will identify resiliency strategies through reading, writing, viewing, and purposeful discourse.

Students will analyze multiple sources to evaluate resiliency strategies and synthesize them for personal application.

Critical Content & Skills

What students must KNOW and be able to DO

- Students will be able to identify literary devices.
- Students will be able to identify resiliency strategies.
- Students will be able to define resiliency.
- Students will be able to unpack quotations.
- Students will be able to analyze how an author uses details, e.g., literary devices to create meaning.

Core Learning Activities

Class Discussion/Journaling

Connecting to the SEL curriculum of advisory and supplemented by the mindfulness work, and drawing on student's own experiences, engage the class in a discussion or journal activity on resiliency. Some potential talking points: What situations require resiliency? What are resilient strategies that are successful? what are inherent dangers in some strategies?

Students will be able to explain how an author uses sentence structure and punctuation to enhance meaning.

literary devices (simile, metaphor, personification, hyperbole, alliteration, allusion, oxymoron), imagery, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), memoir, diction, connotation, parallel structure, colon

quote analysis, literary device analysis, close reading (annotating, questioning, seeing patterns), visualizing, inferring, selecting text evidence, planning, drafting, revising, reflecting (goal setting)

Assessments

Literary Analysis

Summative: Other written assessments

Students write a literary analysis.

Quote Analysis

Formative: Other written assessments

Students will write a quote analysis, unpacking text and explaining how details, e.g., literary devices, contribute to the author's purpose.

Midterm Exam

Summative: Other written assessments

Students will close read a short story and respond to four prompts.

With a whole class, book club, or independent text, students read using the lens of hardship. They identify the hardships the main character faces and evaluate the way the character deals with it.

Close Reading

Students conduct close reading of passages from a text, annotating literary devices and analyzing how the writer uses them to convey their point.

Resources

Professional & Student

Whole Texts

Speak by Laurie Halse Anderson

Night by Elie Wiesel

To Kill a Mockingbird by Harper Lee

If I Should Die Before I Wake by Han Nolan

I am Malala by Malala Yousafzai

The Absolutely True Diary of a Part Time Indian by Sherman Alexie

The Running Dream by Wendelin Van Draanen

Short Stories

"The Isabel Fish" by Julie Orringer

"Snow" by Julie Alvarez

"Note to Myself 6th Grade Self" by Julie Orringer

Spoken Word Poetry

Guided Meditations :<http://marc.ucla.edu/mindful-meditations>

Apps: 10% Happier and Insight Timer

Poems

"Still I Rise" by Maya Angelou


"I Know Why the Caged Bird Sings" by Maya Angelou

"If" by Rudyard Kipling

"Richard Cory" by Edwin Arlington Robinson

Potential Additional Activities:

- Students write a resiliency rap that tracks the character arc of a central character—specifically how the character responds to and overcomes challenges, and how the character changes as a result.
- Students complete a close reading journal of the three hangings and aftermath in *Night* to identify and explore how Wiesel makes use of literary devices to explore the different kinds of loss (e.g., spiritual, emotional, humanity) the prisoner's experienced. This later becomes textual evidence for their paper on defining resilience.
- Final close reading with *To Kill a Mockingbird*. The students read and annotate the passage that begins with "We came to the light on the street corner..." and ends with "...except possibly algebra..."

 resiliency- Mr. Rogers.pdf

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Written Performance

Interdisciplinary Connections

Health - Mindfulness and self-care strategies

Social Studies - Historical figures who have shown resilience in the face of hardship

Science - the physiology of self-care strategies and brain health



Atlas Version 9.6

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Life is a Matter of Decisions

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Beliefs and Reason

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), comparing/contrasting

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: emotion, reason, bias, subjective reasoning, objective reasoning, power

Generalizations / Enduring Understandings

1. Balancing emotion and reason facilitates decision making to successfully navigate the world.
2. Uncertainty leads people to consciously and subconsciously look to others to influence their beliefs and decisions.
3. Recognizing bias, both personal and in others, empowers one to evaluate objectively others' intentions.
4. Persuasive arguments depend on selecting evidence from valid sources and refuting or conceding the counter claim.
5. An effective argument combines appeals to ethos, pathos and logos.
6. Strategic presentation of material controls the audience's response.
7. Sophisticated consumers of media recognize creators' intentions and implementation and evaluate their efficacy.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. How do emotion and reason affect decision making? (C)
- 1b. What defines success? (P)
- 1c. Is it possible to control the balance between emotion and reason? (P)
- 1d. Can emotions be controlled? (P)
- 1e. What factors influence emotion? (C)
- 2a. How do others influence one's beliefs and decisions? (C)
- 2b. What qualities of mentors and leaders influence decision making positively? (C)
- 2c. What is the difference between consciously and subconsciously? (F)
- 2d. Should people allow others to influence their decision making? (P)
- 3a. What is bias? (F)
- 3b. How does one identify personal bias? (C)
- 3c. How does one identify bias in sources? (C)
- 3d. How does recognizing bias broaden one's ability to evaluate objectively? (C)
- 4a. What makes an argument persuasive? (C)
- 4b. How does one construct a persuasive argument? (F)
- 4c. What defines claim and counterclaim? (F)
- 4d. What determines the validity of a source? (C)
- 4e. What are strategies for evaluating the validity of a source? (F)
- 4f. How does one select the most appropriate and effective evidence to support an argument? (C)
- 5a. What are ethos, pathos and logos? (F)
- 5b. What creates an effective argument? (C)
- 6a. How do creators attempt to control audience response? (C)
- 6b. Can creators make different decisions and be equally effective in controlling audience response? (P)

- 7a. How do consumers of media infer creators' intentions? (C)
7b. How do consumers of media recognize creators' choices through comparison? (C)
7c. How do consumers of media evaluate the effectiveness of creators' work? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.9-10.2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- W.9-10.2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- W.9-10.2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- W.9-10.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.9-10.2f. 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).

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Range of Writing

10. 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, and audiences.

- W.9-10.10. 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, and audiences.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.9-10.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will evaluate argument.

Students will compare and contrast the same material presented in two or more artistic mediums and evaluate their effectiveness.

Students will gather information from sources to develop and support argumentation.

Students will evaluate source material for bias and validity.

Students will construct and deconstruct an argument.

Students will define, identify, and apply appeals to ethos, pathos, and logos.

Critical Content & Skills

What students must KNOW and be able to DO

argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting)

claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will define, identify and apply appeals to ethos, pathos, and logos.

Students will define claim and counterclaim.

Students will understand and apply strategies for note taking, organizing and citing sources.

Core Learning Activities

Evaluating validity of sources

In preparation for making an argument (essay, debate, presentation), students use on-line sources and evaluate them for reliability and usefulness for their task.

Informal Debate/Text-based Seminar

Using one of the texts for the unit, conduct an informal debate or text-based seminar around the decision a main character made.

Comparison of text and film or other genre.

Students can view scenes from partner films to *To Kill a Mockingbird*, *Romeo and Juliet*, *Doubt* to identify director's decisions and the effects of those decisions.

 CARS Checklist for Evaluating Sources.pdf

Assessments

Written Argument

Summative: Other written assessments

Students will compose an argument employing strategies learned throughout the unit.

Resources

Professional & Student

Whole Texts

Monster- Walter Dean Myers

Separate Peace-John Knowles

To Kill a Mockingbird- Harper Lee
Lord of the Flies - William Golding
Absolutely True Diary of a Part-time Indian-Sherman Alexie
Romeo and Juliet- William Shakespeare

Films

Different film versions of *Romeo and Juliet*, 1968 *Zefferelli*, 1996 *Luhrman*, *Gnomeo and Juliet*, 2011
Doubt- the film 2008

Short Stories

"*Pyramus and Thisbe*"- Edith Hamilton

Plays

Doubt- John Patrick Shanley

Library Databases

Noodle Tools

Ted Talks- What makes an effective leader?

"*Camaro*"-Phil Kaye <https://www.youtube.com/watch?v=56NKbE44zpl>

Teacher Texts

Everything is an Argument - Andrea Lunsford, John Ruskiewicz, and Keith Walters

Practical Argument - Laurie Kirsznar and Stephen Mandell

Potential Additional Activities

- Possible informal debate topics: In *Monster*, when James King asks Steve to participate in the robbery, what does he say? In *Speak*, did Heather make the best decision when leaving Melinda?
- Students evaluate the credibility and bias in profile essays and then conduct observations and interviews of a person to write their own profiles essays.
- Students engage in a text-based seminar using student generated thematic and author's craft related questions about a whole class text.
- Students compare *To Kill a Mockingbird* with texts by writers of color to evaluate how voice and perspective change the story and shape the reader's understanding.
- Following Part One in *To Kill a Mockingbird*, students identify Lee's key themes and watch the film up to the trial to determine if the movie adequately communicates Lee's intent. Culminates in an essay.
- Literary dominoes-Students evaluate the decisions made by the protagonist. Then consider which decision most impacts the character and/or the outcome of the story. Create a visual that illustrates this.

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

Social Studies - Western Studies - Is Napoleon a good leader or not?

Science - Evaluating evidence in the experiment.

Music - Comparing and contrasting the same material presented in different ways (different arrangements).

Art - Critiquing and evaluating efficacy of work

Geometry - Selecting the best method for proof





Stand Up, Speak Out: A Call for Social Justice

6 Curriculum Developers

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Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Lenses: Influence and Transformation

Process Concepts: argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

English Microconcepts: claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Knowledge Concepts: silence, morality (good vs. evil), prejudice, racism, integrity, individual vs. society, greater good, empathy

Generalizations / Enduring Understandings

1. Silence can be used effectively to stand up for social justice, as a means of survival, or can allow the injustice to continue.
2. A courageous individual who desires to make change may suppress their needs for the greater good.
3. Acting with integrity inspires others to follow the cause.
4. Social issues, e.g. prejudice and racism, must continually be addressed and develop empathy for the oppressed.
5. Argumentation requires selecting a medium and presenting claims and evidence to make a change.
6. Close reading to identify and evaluate ethos, pathos and logos builds understanding of the impact on audience.
7. Specific, relevant and varied evidence substantiates claims to empower agency and change.
8. Mutual respect and preparation strengthens discourse.
9. Respectful and appropriate discourse enables participants to evaluate their course of action.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are the consequences of silence? (C)
- 1b. Is it ever acceptable to remain silent in the face of injustice? (P)
- 1c. What is social justice? (F)
- 1d. What are effective examples of social justice that use silence or voice? (F)
- 2a. Is it brave or unwise to take action when one's chance of success is limited? (P)
- 2b. What is the line between courage and foolishness? (C)
- 2c. What is the greater good? (C)
- 2d. Who decides what is best for larger community? (C)
- 2e. What is courage? (F)
- 3a. What is integrity? (F)
- 3b. How does one act with integrity? (C)
- 3c. Who has inspired others to follow their cause? (F)
- 4a. What is empathy? (F)
- 4b. What are contemporary social issues? (F)
- 4c. Is it possible to inspire people who are apathetic to injustice?(P)
- 4d. Why is it important to address social issues with empathy? (C)
- 4e. Who are the stakeholders who participate to create long-lasting social change? (C)
- 5a. How do writers build claims to a call to action? (F)
- 5b. What mediums are available for presenting an argument? (F)
- 5c. How does form follow function? (C)
- 5d. Is it possible to have too much evidence to support an argument? (P)
- 5e. Are certain types of evidence more persuasive than others depending on purpose and medium? (P)

- 6a. How do ethos, pathos and logos affect the reader emotionally and intellectually? (C)
 6b. What strategies does the author use to employ ethos, pathos and logos? (F)
- 7a. What makes evidence specific and relevant? (F)
 7b. How do writers cite evidence to substantiate claim and credit the original source? (F)
 7c. How does a variety of evidence effectively influence the audience to act? (C)
 7d. What is agency? (F)
 7e. Can writers use these skills for devious purposes? (P)
- 8a. How does a participant show respect in discourse? (F)
 8b. What strategies does a participant use to prepare for discourse? (F)
 8c. Is it possible to have a discussion that leads to change without mutual respect and preparation? (P)
 8d. When is the call for change greater than the need for individual respect? (P)
- 9a. Does being persuaded demand action? (P)
 9b. As a result of discourse, how does one evaluate one's resources (tangible and intangible) to allocate them effectively for the greatest impact? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 9-10

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RL.9-10.8. (Not applicable to literature)

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.
- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
6. Assess how point of view or purpose shapes the content and style of a text.

- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Not applicable to literature)

- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- W.9-10.1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
- W.9-10.1c. Use words, phrases, and 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.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research

Range of Writing

10. 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, and audiences.

- W.9-10.10. 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, and audiences.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.9-10.1a. 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.
- SL.9-10.1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- SL.9-10.1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.9-10.1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.9-10.2c. Spell correctly.

Knowledge of Language

3. 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.

- L.9-10.3. 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.
- L.9-10.3a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from sources to develop and support argumentation.

Students will prepare for discussions, 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.

Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals

Critical Content & Skills

What students must KNOW and be able to DO

argument, validating sources, selecting evidence, note-taking, annotating, organizing, citing sources, inferencing, planning, drafting, revising, reflecting (goal setting), speaking, listening, oration

claim, counterclaim, ethos, pathos, logos, character motivation, character development, conflict (internal, external, human vs. human, human vs. society, human vs. nature, human vs. self), diction, denotation, connotation

Students will conduct close reading of evaluated/vetted fiction and non-fiction texts to advance a position.

Students will gather and organize information from valid sources to develop and support argumentation.

Students will prepare for discussions, 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.

Core Learning Activities

Close Reading

- Read and annotate the passage (show all of your thinking and noticings).
- Write a paragraph with a theme statement for the passage and explain how one literary device or word, phrase or sentence contributes to the theme

Research

- Depending on independence of students, they start research by finding or being given topics that reflect a metaphoric "disease or beast" that is harming the current society. Students note take from credible sources.
- Students create an MLA Works Cited page.

Students will propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Students will practice collaborative, respectful discourse.

Students will reflect on how research and discourse have impacted their thinking.

Students will identify and apply ethos, pathos, and logos in presentations, speeches, and visuals

Assessments

Socratic Seminar Reflection

Formative: Other oral assessments

 Socratic Seminar Preparation.docx

Occasional Paper

Formative: Other oral assessments

Students select a topic from an occasion in their life that has broader ramifications to change the world.

Examples: obsession with phone leading to societal ills.

 occasional paper.docx

The Beast of The Year/Disease of the Year

Summative: Other written assessments

Student identifies and reflects on a self-identified "major social issue" in modern time, via essay or speech.

 Beast: Lord of the Flies Final Assessment

 Freshman final exam and rubric 2017

Resources

Professional & Student

Whole Texts

Speak Laurie Halse Anderson

Night-Elie Wiesel

Monster-Walter Dean Myers

To Kill a Mockingbird- Harper Lee

If I Should Die Before I Wake-Han Nolan

Lord of the Flies-William Golding

Doubt-John Patrick Shanley

Romeo and Juliet-William Shakespeare

Short Story

"Persian Carpet" Hanan Shaykh

Tedtalk

"Everyday Leadership" Ted Talk

https://www.ted.com/talks/drew_dudley_everyday_leadership

"Listen. Learn, and then Lead"

https://www.ted.com/talks/stanley_mcchrystal

"How to Start a Movement"

https://www.ted.com/talks/derek_sivers_how_to_start_a_movement

Potential Additional Activities:

- Students adapt persuasive essays to speech for, and deliver them to the class.
- Seminars/presentation- students share the results of their research.

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

Conversations on Race

Social Studies

Public Speaking

Philosophy

Peer Leadership After school debates

Environmental Science class

LMC Freshman Seminar





6 Curriculum Developers

| Unit: | Lessons | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------------------------|---------|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 |
| Who Are We? | 0 | [Red bar covering all cells] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What is the American Dream? | 0 | [Red bar covering all cells] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Amplifying All Voices | 0 | [Red bar covering all cells] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Power of Inquiry | 0 | [Red bar covering all cells] | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |



Who Are We?

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Identity and Perception

Theory of Process concepts: close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact

English microconcepts: memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure

Theory of Knowledge concepts: voice, identity, individualism, community, culture, truth, memory, identity, American identity, historical context

Generalizations / Enduring Understandings

1. Writing personal stories facilitates the investigation and discovery of personal truth.
2. Perspective, experience and time shape memories and interpretation of the truth.
3. Memoirs and personal narratives cultivate a deeper understanding of individual and collective identity.
4. American literature has historically grappled with the conflict between individualism and community.
5. Memoirs manipulate language (style, sentence structure, tone) to influence the reader's perception of the writer's experience.
6. Memoirs may employ techniques of fiction in order to better convey the truth.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What are the distinctions between memoir, autobiography, and personal narrative? (F)
- 1b. Why do individuals write about themselves? (C)
- 1c. How do authors decide what to include in an autobiography/memoir? (C)
- 1d. Does personal writing always need an audience? (P)
- 2a. How do perspective, experience, and time shape our memories? (C)
- 2b. Is there one objective truth? (P)
- 2c. Can people have different memories of the same event? (P)
- 3a. How does reading others' personal stories help individuals understand themselves? (C)
- 3b. How does reading others' personal stories help individuals understand a collective identity? (C)
- 3c. Is there an American Identity? (P)
- 3d. How does one shape their identity within a community? (C)
- 4a. How is history a collection of stories? (C)
- 4b. What is individualism? (F)
- 4c. What is the individual's responsibility to their communities? (C)
- 4d. Why is the conflict between individualism and community so deeply rooted in American literature? (C)
- 4e. How is the American experience unique? (C)
- 4f. Whose voices tell the story of American history? (C)
- 5a. In what ways may writers choose to present their experiences? (F)
- 5b. How do writers manipulate language? (F)
- 5c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
- 5d. What effects do various literary and rhetorical strategies have on the reader? (F)

- 6a. What techniques of fiction may be used in memoir writing? (F)
- 6b. Under what circumstances might a writer fictionalize an account or experience? (F)
- 6c. How does an author's decision to fictionalize personal experience affect the audience? (C)
- 6d. Is it easier to get at the truth through fiction? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a. 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.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. 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).
- W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. 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.
- SL.11-12.1d. 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.
- 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Language

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

Students will identify and analyze style and voice in readings.

Students will uncover how authors' manipulation of language affects reader interpretation.

Students will develop a personal voice and style in narratives.

Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

Students will explore the American identity by analyzing multiple sources and reflecting on personal experience.

Critical Content & Skills

What students must KNOW and be able to DO

Memoir, autobiography, personal narrative, voice, style, irony, author's craft, audience awareness, structure, identity, individualism, community, American identity, historical context

Close reading, narrative construction, development of voice, writing for self and audience, editing and revising for impact

Core Learning Activities

Formative: Close reading exercises, reading of memoir and creative nonfiction, responses to reading, discussion, revision, and writing center

Summative: Seminar, memoir

 walden response papers.doc

 Memoir Prompts.docx

 Where I'm From.docx

Assessments

Personal Narrative

Summative: Narrative Writing Assignment

Students will create a personal narrative revealing an essential moment in their lives as well as their distinct personality and voice.

Reflection

Formative: Self Assessment

Students reflect on the experience of participating in the story exchange and the creation of their personal narrative.

 Memoir assignment.docx

 rubric for memoir.docx

Resources

Professional & Student

Full Text

The Things They Carried (Tim O' Brien)

Black Boy (Richard Wright)

In Our Time (Ernest Hemingway)+++

Walden (Henry David Thoreau)++

Autobiography (Excerpts)

"Indian Education" from *The Lone Ranger and Tonto Fistfight in Heaven* (Sherman Alexie)

"Indian Camp" from *In Our Time* (Ernest Hemingway)+++

"Cyclops" and other essays from *Naked* and "Now We Are Five" from *The New Yorker* (David Sedaris)

"Killing Chickens" (Meredith Hall)

"From Cop Killer to Law and Order" (Ice-T)

Decoded (Jay-Z)

The County of Kings (Lemon Anderson)

'Tis (Frank McCourt)

Narrative of the Life of Frederick Douglass (Frederick Douglass)++

Poetry

"Burning of Our House," "To My Dear and Loving Husband," and other poems by Anne Bradstreet+~

"On Being Brought From Africa to America" (Phyllis Wheatley)+~

INFORMATIONAL TEXTS

"Memory and Imagination" (Patricia Hampl)

"The New Journalism" (Tom Wolfe, Ed.)

ART, AUDIO, MUSIC, AND MEDIA

My Girlfriend's Boyfriend (Mike Birbiglia) – Stand-Up Comedy & Theatre

"A Cloud of Smoke" from *The Prince of Frog Town* (Rick Bragg)

Israel-Haifa-Nazareth Story Swap - Youtube video from N4

Haiti-New Orleans Story Swap – Youtube video from N4

"Hello I Have Cancer" (Tig Notaro)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

Interdisciplinary Connections

History

Art

Social studies



Atlas Version 9.6

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What is the American Dream?

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Opportunity

Theory of Process concepts: argument, rhetoric, reasoning, identifying bias, research, synthesis

English Microconcepts: ethos, pathos, logos, connotation, denotation, refutation, tone, syntax, organization, craft, audience, primary source, secondary source, rhetorical strategies, rhetorical triangle, claim, refutation

Theory of Knowledge concepts: opportunity, inequality, social mobility, American Dream, wealth, poverty, values, perception, evolution of American government and economic structures

Generalizations / Enduring Understandings

1. Skillfully used connotation, rhetorical strategies, syntax, tone and form persuade a targeted audience.
2. Persuasive writers synthesize primary and secondary source materials in conjunction with rhetorical strategies to create an argument.
3. Defensible claims drive persuasive writing.
4. Literature reflects the values and principles of a nation.
5. Origins impact access to opportunities.
6. Perception of the American Dream changes over time as values and culture evolve.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What rhetorical strategies do authors use in crafting argument? (F)
- 1b. How do authors determine the audience for their argument? (C)
- 1c. What different forms can an argument take? (F)
- 1d. How do authors select the most effective form for their argument? (C)

- 2a. What is a primary source? (F)
- 2b. What is a secondary source? (F)
- 2c. How do writers evaluate and select effective sources for an argument? (C)
- 2d. How do authors synthesize sources to support a persuasive argument? (C)

- 3a. What makes a claim defensible? (F)
- 3b. How does the claim drive persuasive writing? (C)

- 4a. What are the founding principles of America? (P)
- 4b. How do the founding principles of America influence its government and economic structures? (C)
- 4c. How has the evolution of American government and economic structures influenced American literature? (C)
- 4d. Does American society live up to its founding ideals? (P)

- 5a. What are different examples of opportunity? (F)
- 5b. How do origins affect access to opportunities? (C)
- 5c. Does equal opportunity exist? (P)

- 6a. What is the American Dream? (C)
- 6b. How has the American Dream changed through time? (C)
- 6c. How is the American Dream different for different people? (C)
- 6d. Is achieving the American Dream possible? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful, (Include Shakespeare as well as other authors.)

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

(Not applicable to literature)

- RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. 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.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.11-12.2a. 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.
- W.11-12.2c. 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.
- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.
- SL.11-12.1c. 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.
- SL.11-12.1d. 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2b. Spell correctly.

Knowledge of Language

3. 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.

- L.11-12.3. 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.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.11-12.4c. 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.

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze arguments presented in nonfiction texts.
- Students will analyze and draw conclusions from complex nonfiction and fictional texts.
- Students will identify and analyze author's craft, viewpoint, and potential bias.
- Students will synthesize information across multiple sources or texts.
- Students will create an argument that persuades the audience to consider their solution to a complex problem.
- Students will anticipate, assess, and refute opposing viewpoints

Critical Content & Skills

What students must KNOW and be able to DO

Argument, rhetoric, audience, organization, research, syntax, tone, craft, ethos, pathos, logos, connotation, denotation, refutation, opinion/editorial, claim

Core Learning Activities

Formative: close reading practice, viewing and reading of text, analyze and discuss editorials and opinion pieces

Summative: Formal argument (Op-Ed, Persuasive Speech, Debate, or Project)

 Op Ed webquest.docx

 Op-Eds.pptx

Assessments

Opinion Editorial

Summative: Expository Essay

Students will identify an issue related to class, wealth or empathy and then create a strong position on the issue.

Students will then write an opinion/editorial that synthesizes their knowledge gleaned from primary and secondary source materials and utilizes persuasive appeals as well as the conventions of an editorial (economic, declarative, passionate, insightful) and effective syntax and diction

Mid Term Exam

Summative: Written Test

The mid-term consists of an SBAC-style synthesis essay and close reading taken from one of the curricular texts addressed 1st semester.

Resources attached below. Note: the cartoon is on pg. 10 of the pdf.

 Midterm_2014.docx

 midterm argument rubric_2014.docx

Resources

Professional & Student

Books:

The Great Gatsby+++

*Death of a Salesman***

Bartleby the Scrivener++

The Grapes of Wrath

Ethan Frome+++

The Autobiography of Benjamin Franklin+

excerpts from *Hologram for a King* - Dave Eggers

Film:

Park Avenue: Money, Power, and the American Dream

The Empathy Exams: Essays

Articles:

"Way to Wealth" - Benjamin Franklin+

"What is an American" Jean de Crevecoeur+

"The Money Empathy Gap" - Lisa Miller

"The Tale of Two Schools" - Joel Lovell

http://www.nytimes.com/2013/12/16/opinion/the-documented-life.html?_r=1&
<http://www.nytimes.com/2013/12/29/arts/the-meanings-of-the-selfie.html>
<https://www.youtube.com/watch?v=jjiylcz7wUHO>
http://apcentral.collegeboard.com/apc/public/repository/ap10_frq_eng_lang.pdf

"The Rich are Different: More Money, Less Empathy" - Maia Szalavitz
"The Good Samaritans: Melinda Gates, Bono, and Bill Gates: Three People on an Global Mission to End Poverty, Disease - and Indifference" - Nancy Gibbs

Web Resources:

RSA Animate: The Empathic Civilization
RSA Shorts: The Power of Empathy
Emotional Intelligence Quiz: The Greater Good
Yale Center for Emotional Intelligence

<http://nymag.com/news/features/money-brain-2012-7/>
http://www.nytimes.com/interactive/2014/05/04/magazine/tale-of-two-schools.html?_r=0
<http://healthland.time.com/2010/11/24/the-rich-are-different-more-money-less-empathy/>
<https://www.youtube.com/watch?v=I7AWnfFRc7g>
<https://www.youtube.com/watch?v=1Ewvgu369Jw>
http://greatergood.berkeley.edu/ei_quiz/
<http://ei.yale.edu/>

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Written Performance

Interdisciplinary Connections

Social Studies, Art





Amplifying All Voices

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lenses: Agency and Justice

Theory of Process concepts: close reading, determining context, using context to infer meaning, analyzing structure

English microconcepts: motif, literary devices, characterization, audience, structure, critical lens, context, citations, theme, voice

Theory of knowledge concepts: marginalization, injustice, social justice, struggle, triumph

Generalizations / Enduring Understandings

1. Historical, social, political, and economic contexts yield texts.
2. Literature exposes injustice and advocates for social justice.
3. American literature reveals the unique struggles and triumphs of marginalized or oppressed voices.
4. Analysis of text employs critical lenses to reveal layered meanings.
5. Evaluation of context and manipulation of text structure contribute to conveying message to intended audience.
6. Motifs convey complex thematic ideas.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What defines context? (F)
- 1b. How does context inform the reading of a text? (C)
- 1c. How can readers evaluate the context(s) of a work? (C)
- 1d. Can a work be read without context? (P)
- 2a. What is injustice? (F)
- 2b. What is social justice? (F)
- 2c. How does literature expose injustice? (C)
- 2d. How can literature advocate for social justice? (C)
- 2e. Should literature be an argument? (P)
- 2f. Can a book change the world? (P)
- 3a. How is America culturally unique? (C)
- 3b. How is America historically unique? (C)
- 3c. How has America's unique cultural history contributed to the marginalization and oppression of certain voices? (F)
- 3d. How have American authors amplified the voices of marginalized individuals, their struggles and triumphs? (C)
- 3e. Can a book change your life? (P)
- 4a. What is a critical lens? (F)
- 4b. Through what types of critical lenses can one view literature? (F)
- 4c. How does the use of critical lenses affect understanding and appreciation of a text? (C)
- 4d. How can reading through a critical lens help readers understand the context of a work? (C)
- 5a. What is structure? (F)
- 5b. What are some structures authors use? (F)
- 5c. How can structure be manipulated? (C)
- 5d. How can structure affect meaning? (C)
- 5e. How do context and audience inform structure? (C)
- 5f. Can structure interfere with meaning? (P)

- 6a. What is a motif? (F)
- 6b. How do authors use motifs to enhance themes? (C)
- 6c. How does the study of literary devices evolve? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading: Informational Text

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

6. Assess how point of view or purpose shapes the content and style of a text.

- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. 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.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. 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.
- SL.11-12.1d. 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.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.11-12.2a. Observe hyphenation conventions.
- L.11-12.2b. Spell correctly.

Knowledge of Language

3. 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.

- L.11-12.3. 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.
- L.11-12.3a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

- L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
- L.11-12.4b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- L.11-12.4d. 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).

5. Demonstrate understanding of word relationships and nuances in word meanings.

- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- L.11-12.5a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- L.11-12.5b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- L.11-12.6. 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; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will infer meaning from primary text
- Students will apply reading strategies to construct meaning from the text
- Students will recognize and compare motifs within and across multiple texts
- Students will create an analytical argument that poses a claim and employs evidence from the text(s)
- Students will identify and analyze critical lenses through which texts can be viewed and analyzed

Critical Content & Skills

*What students must **KNOW** and be able to **DO***

Close reading, inference, rhetorical analysis, theme, motif, literary devices, characterization, plot structure, conventions of Standard English, citations

Core Learning Activities

Formative: Close reading practice, theme tracking practice, literary analysis, literary devices, organization and citation

Summative: Formal literary analytical essay or project

 [Death of a Salesman Notetaking.docx](#)

Assessments

Formative Literary/Rhetorical Analysis

Formative: Other written assessments

Summative Literary Analysis or Project

Summative: Other written assessments

 [Ethan Frome Analytical Essay.docx](#)

 [fahrenheit Motif Presentations.doc](#)

Resources

Professional & Student

Their Eyes Were Watching God (Zora Neale Hurston)+++

The Narrative of the Life of Frederick Douglass (Frederick Douglass)++

The Crucible (Arthur Miller)**

Ethan Frome (Edith Wharton)

A Raisin in the Sun (Lorraine Hansberry) **

Educated (Tara Westover)

SlaughterhouseFive (Kurt Vonnegut)

The Night Thoreau Spent in Jail (Lawrence & Lee)

Supplemental Texts

Dead Poets' Society (film)

The Color Purple (film)

Obama's March 18, 2008 Speech on Race

The Lone Ranger and Tonto Fistfight in Heaven (Sherman Alexie)

Decoded (Jay Z)

Queen Victoria's Letters (Longman British Literature Anthology)

"A Case for Reparations" (Ta-Nehisi Coates)

"What We Mean When We Say 'Race is a Social Construct'" (Ta-Nehisi Coates)

"To Be Black At Stuyvesant High" (Fernanda Santos)

"How It Feels To Be A Colored Me" (Zora Neale Hurston)+++

"I Like Guys" (David Sedaris)

"The Venus Hip-Hop and the Pink Ghetto: Negotiating Spaces for Women" (Imani Perry)

"When Black Feminism Faces the Music, And the Music is Rap" (Michele Wallace)

"Beyond Racism and Misogyny: Black Feminism and 2 Live Crew" (Kimberle Crenshaw)

"On Civil Disobedience" (Henry David Thoreau)

Student Learning Expectation & 21st Century Skills

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections

History
Sociology
Art

- Written Performance



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Power of Inquiry

6 Curriculum Developers

Concept-Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here

Conceptual Lens: Inquiry

Theory of Process concepts: inquiry, versatility, adaptability, independence, authenticity, research

English microconcepts: speaker, audience, purpose, rhetorical triangle, citation, organization, juxtaposition, presentation, audience engagement, genre, form, primary research, secondary research, discussion

Theory of Knowledge: inquiry, versatility, adaptability, independence, authenticity, humanity

Generalizations / Enduring Understandings

1. Authentic inquiry comprises a fundamental aspect of being human.
2. Research to pursue inquiry requires initiating, accessing and evaluating primary and secondary sources.
3. Versatility in reading, writing, and discussing requires purposeful choice of genre and modalities.
4. In written work, rhetorical strategies, structure, and visuals convey different meanings to an audience when adapted.
5. In presentations, rhetorical strategies, structure, and visuals engage an audience when adapted.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

- 1a. What is authentic inquiry? (F)
- 1b. How can a researcher frame questions for the best possible results? (C)
- 1c. How can a researcher pursue a line of inquiry? (C)
- 1d. How does inquiry enhance critical thinking skills? (C)
- 1e. Is inquiry necessary for progress? (P)
- 1f. What is the value of being curious? (C)
- 2a. When can one trust what one read? (F)
- 2b. What is experiential research? (F)
- 2c. How do primary sources supplement secondary sources? (F)
- 2d. How does inquiry guide research? (C)
- 2e. How do accurate source citations promote further inquiry? (C)
- 2f. How does one initiate research? (C)
- 3a. How do readers choose which book to read next? (C)
- 3b. What are some different purposes for reading? (C)
- 3c. How do writers choose what to write? (C)
- 3d. What are some different purposes for writing? (C)
- 3e. How do style and genre change according to the writer's purpose? (C)
- 3f. How do book club members decide what to discuss? (C)
- 3g. Is discussing a text always valuable? (P)
- 4a. What are rhetorical strategies? (F)
- 4b. What is visual rhetoric? (F)
- 4c. What is the rhetorical triangle? (F)
- 4d. How do speaker, audience, and purpose interact? (C)
- 4e. How does structure affect meaning? (C)
- 4f. How do writers manipulate their audience? (C)

- 5a. What are some qualities of a good presentation? (C)
- 5b. What is the rhetorical triangle? (F)
- 5c. How do speaker, audience, and purpose interact? (C)
- 5d. How does structure affect meaning? (C)
- 5e. How do speakers manipulate their audience? (C)
- 5f. How does the rhetorical triangle operate in spoken communication? (C)
- 5g. What is engagement? (F)
- 5h. What are some strategies speakers use to engage their audience? (C)
- 5i. How do presenters ensure transfer of knowledge to their audience? (C)
- 5j. What are the responsibilities of an audience? (C)
- 5k. Is an audience always a group of learners? (P)
- 5l. Are spoken and written communication different? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Reading: Literature

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

6. Assess how point of view or purpose shapes the content and style of a text.

- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.1a. 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.
- W.11-12.1b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.1e. Provide a concluding statement or section that follows from and supports the argument presented.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.11-12.2a. 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.
- W.11-12.2b. 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.
- W.11-12.2c. 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.

- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- W.11-12.2f. 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).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- W.11-12.3a. 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.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. 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).
- W.11-12.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

- W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

- W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

- W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.11-12.9a. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
- W.11-12.9b. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)").

Range of Writing

10. 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, and audiences.

- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1a. 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.
- SL.11-12.1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- SL.11-12.1c. 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.
- SL.11-12.1d. 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.

3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

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

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

- SL.11-12.4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

- SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will develop and revise questions to guide their research of a self-selected topic.
- Students will identify and evaluate multiple primary and secondary sources of information during the research process.
- Students will create a multi-genre project that presents the conclusions drawn from their research.
- Students will create an interactive presentation of their project.
- Students will analyze texts and initiate discussion of those texts with peers.

Critical Content & Skills

What students must KNOW and be able to DO

Inquiry, research, organization, juxtaposition, rhetorical arrangement, rhetorical triangle, citation of sources, presentation, audience engagement, genre, form, independence

Core Learning Activities

Formative: Citation worksheets and practice, research visits to library, writing center, collaboration, revision, book club reading, speaking practice, visual rhetoric practice

Summative: Proteus project, Proteus presentation, student choice book club discussion

 [What is the Proteus Project.docx](#)

Assessments

Proteus Project

Summative: Other written assessments

 [Proteus Spring 2018 For Realsies Honors_AP Rubric.docx](#)

 [CP Proteus Rubric 2019.docx](#)

 [Proteus presentation rubric for realsies](#)

 [NHS Standards for Written Communication.pdf](#)

Book Club discussion

Summative: Lecture/seminar

 [American Literature Book Clubs.docx](#)

Resources

Professional & Student

Student-selected book club texts

Any curricular texts not read yet during the year

Suggested resources:

Into the Wild (Jon Krakauer)

Born a Crime (Trevor Noah)

Educated (Tara Westover)

The Monk of Mokha (Dave Eggers)

Resources for examining rhetorical arrangement in fiction:

In Our Time (Ernest Hemingway)

Slaughterhouse Five (Kurt Vonnegut)

Their Eyes Were Watching God (Zora Neale Hurston)

Ethan Frome (Edith Wharton)

The Great Gatsby (F. Scott Fitzgerald)

The Night Thoreau Spent in Jail (Lawrence & Lee)

The Things They Carried (Tim O'Brien)

 [Visual Rhetoric.pptx](#)

 [peer collaboration rubric.doc](#)

Student Learning Expectation & 21st Century Skills

Information Literacy

Critical Thinking

Spoken Communication

Written Performance

- Information Literacy

Interdisciplinary Connections

Senior Capstone

Science - inquiry

Art

Performing Arts

History

- Critical Thinking
- Spoken Communication
- Written Performance



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