

Curriculum Framework for CaGE (Civics, Geography and ELA)¹

School: Delaware STEM Academy

Curricular Tools: DE Social Studies Coalition and
New Tech Network Project Library

Grade: **9**

Teacher: _____

The content of this curriculum map will be taught in a daily block of 90 minutes.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Project One: The Rights of Citizens Social Studies Concepts: Great Depression, migrant farmers, <i>Bill of Rights</i>, <i>US Constitution</i> Central to the American ideal is equality and our rights as citizens. In this project, students look at the struggle for equality, recognizing that despite major advances, the struggle continues. Students will learn about their rights as citizens and, how and why they have rights. Examining the <i>Bill of Rights</i> and <i>United States Constitution</i> will establish a foundational understanding of governmental structure that students will utilize as they begin analyzing and questioning the treatment of citizens within our society. After reviewing models, students will write a legal brief, analyzing which current civil rights were violated on the ranch in the novel <i>Of Mice and Men</i> . The reading of the anchor text, <i>Of Mice and Men</i> will be supplemented with additional nonfiction articles. ELA Concepts: Character development, setting Within this project, the anchor text <i>Of Mice and Men</i> will be used as a platform for discussion and exploration of citizen's rights. Although they are an unlikely pair: George is "small and quick and dark of face"; Lennie, a man of tremendous size, has the mind of a young child. Yet they have formed a "family," clinging together in the face of loneliness and alienation. Laborers in California's dusty vegetable fields, they hustle work when they can, living a hand-to-mouth existence. For George and Lennie have a plan: to own an acre of land and a shack they can call their own. Using this anchor text as a point of reference, students will form opinions regarding the rights of citizens, and how those rights are honored. Students will investigate current social issues, such as elderly euthanasia, the Die with Dignity Act, and personal rights in a free society. Students will read additional pieces of literature that explore the themes in <i>Of Mice and Men</i> and which can be compared and contrasted. Driving Question: What is the difference between our rights as citizens and "the right thing to do"? Timeline: 4 weeks Resources: Of Mice and Men- John Steinbeck http://www.lausd.k12.ca.us/Belmont_HS/mice/		

¹The CaGE curriculum map was approved by DDOE in the spring of 2013 as part of the First State Military Academy's curriculum, and is the same 9th grade integrated course offered at the Delaware New Tech Academy @ Seaford HS. The choice to adopt it at the Delaware STEM Academy is intentional to create opportunities for networking and shared curriculum resources across Delaware's three New Tech High Schools.

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http://dia.delawareworks.com/labor-law/ The Life You Save May Be Your Own-Flannery O'Connor http://www.doe.k12.de.us/default.shtml		
<p><u>Social Studies Standards</u></p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics]. 9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship]. 9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. 9-12a: Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world</p> <p><u>ELA Standards</u></p> <p>Reading Standards for Literature Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1 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. CC9-10RL2 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. CC9-10RL3 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. CC9-10RL5 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. CC9RL10</p> <p>Reading Standards for Informational Text Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CC9-10RI9</p> <p>Writing Standards 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. CC9-10W2 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. CC9-10W2a Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W2e 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). CC9-10W2f</p>		

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<p>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.) CC9-10W4</p> <p>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. CC9-10W7</p> <p>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. CC9-10W8</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC9-10SL1</p> <p>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.</p> <p>CC9-10SL1c</p> <p>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. CC9-10SL1d</p> <p>Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC9-10SL3</p> <p>Language Standards</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1</p> <p>Use parallel structure.* CC9-10L1a</p> <p>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. CC9-10L1b</p> <p>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. CC9-10L3</p> <p>Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. CC9-10L3a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC9-10L5</p> <p>Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. CC9-10L5a</p> <p>Analyze nuances in the meaning of words with similar denotations. CC9-10L5b</p> <p>Reading Standard for Literacy in History/Social Studies</p> <p>Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. CC9-10RH/SS3</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. CC9-10RH/SS4</p>		

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<p><u>Social Studies Big Ideas</u> The principles and ideals underlying American democracy are designed to promote the freedom of the American people.</p> <p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations, by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p>Distinctions between a citizen's rights, responsibilities, and privileges help to define the requirements and limits of personal freedom.</p> <p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p><u>ELA Big Ideas</u> Novelists often provide insights about the human experience, exploring them through fiction.</p> <p><u>Integrated Big Ideas:</u> Social circumstance can present barriers and challenges to constitutional rights.</p>	<p><u>Social Studies Essential Questions:</u> What problems would arise if a government failed to adapt to changing needs and desires of the people?</p> <p>To what extent do the structures and traditional processes of government minimize the dangers of change?</p> <p>Why are some places more culturally diverse or similar than others?</p> <p>To what extent does the culture of a place change over time?</p> <p><u>ELA Essential Questions:</u> Do all citizens share the same equal rights?</p> <p>When is one person's right more or less important than another's?</p> <p><u>Social Studies Learning Targets:</u></p> <ul style="list-style-type: none"> Identify and interpret sources and examples of the rights and responsibilities of citizens. Define the term civil rights. Understand the differing meanings of the word equality. Describe the importance of the Fourteenth Amendment in providing equal protection. Explain the slow evolution of civil rights for minority groups. Describe the expansion of our understanding of civil rights as a protection against gender discrimination. Learn about newer demands for guarantees of equality on behalf of those with disabilities. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Translate the <i>Bill of Rights</i> and <i>Constitution</i> into contemporary language Understand how citizen's rights play a role in <i>Of Mice and Men</i> Reflect on what "free will" means and if/how it plays a role in our lives. Contrast characters' constitutional rights with the limitations of their role in society. 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quickwrites Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> Legal brief Letter</p>

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<p>Project Two: Responsibilities of Citizenship (Delaware Model Unit)</p> <p>Social Studies Concepts: Citizenship</p> <p>Instruction in this benchmark emphasizes participatory responsibilities. Students will understand why citizens need to inform themselves on issues involving all levels of government, why they need to participate in the civic process, and why they should help uphold the laws of the land. This requires understanding the consequences of failing to fulfill these responsibilities. American democracy imposes a cost on its citizens. For government to be effective, it must have an effective citizenry that understands what is required to maintain individual freedoms and liberties. Citizens have responsibilities that, if met, ensure the health of American democracy. Citizens should hold governmental officials accountable by: voting and keeping informed; contributing to the common defense through military service if necessary; checking the judicial powers of government and safeguarding the rights of the accused by serving on juries; contributing to public safety and order by obeying the law and reporting violations of the law; and performing public service when the need arises.</p> <p>ELA Concepts: Research</p> <p>Reading anchor texts such as <i>Farewell to Manzanar</i>, students will internalize citizenship and examine life through the lens of Japanese Americans during World War II, during which time a community called Manzanar was hastily created in the high mountain desert country of California, east of the Sierras. Its purpose was to house thousands of Japanese American internees. At age thirty-seven, Jeanne Wakatsuki Houston recalls life at Manzanar through the eyes of the child she was. She tells of her fear, confusion, and bewilderment as well as the dignity and great resourcefulness of people in oppressive and demeaning circumstances. Students will connect this anchor text to current social issues such as racial profiling and the treatment of illegal immigrants in the United States through reading current non-fiction articles. Students will extend these themes by reading Shakespeare's <i>Julius Caesar</i>, examining fate versus freewill, and how fate and freedom coexist within a democracy. Students investigate the notion of living in fear, making connections to terroristic activity and our response as citizens, and a nation, to such acts.</p> <p>Driving Question: How do we educate our community on the importance of being a responsible citizen?</p> <p>Timeline: 7 weeks</p> <p>Resources: <i>Farewell to Manzanar</i>, published by Jeanne Wakatsuki and James D. Houston <i>Julius Caesar</i> by William Shakespeare http://www.doe.k12.de.us/default.shtml</p>		
<p><u>Social Studies Standards</u></p> <p>Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens [Citizenship].</p> <p>9-12a: Students will understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.</p> <p><u>ELA Standards</u></p> <p>Reading Standards for Literature</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1</p> <p>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</p>		

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<p>by specific details; provide an objective summary of the text. CC9-10RL2</p> <p>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. CC9-10RL3</p> <p>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. CC9-10RL5</p> <p>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). CC9-10RL9</p> <p>Reading Standards for Informational Text</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1</p> <p>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. CC9-10RI2</p> <p>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). CC9-10RI4</p> <p>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. CC9-10RI7</p> <p>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. CC9-10RI8</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CC9-10RI9</p> <p>Writing Standards</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC9-10W4</p> <p>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. CC9-10W7</p> <p>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. CC9-10W8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research CC9-10W9</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC9-10SL1</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a</p> <p>b. 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. CC9-10SL1b</p>		

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<p>Language Standards</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2</p> <p>c. Spell correctly. CC9-10L2c</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. CC9-10L4</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC9-10L4a</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). CC9-10L4b</p> <p>c. 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, or its etymology. CC9-10L4c</p> <p>d. 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). CC9-10L4d</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC9-10L5</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. CC9-10L5a</p> <p>b. Analyze nuances in the meaning of words with similar denotations. CC9-10L5b</p> <p>Reading Standard for Literacy in History/Social Studies</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC9-10RH/SS1</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC9-10RH/SS2</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. CC9-10RH/SS4</p> <p>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. CC9-10RH/SS6</p> <p>Compare and contrast treatments of the same topic in several primary and secondary sources. CC9-10RH/SS9</p>		
<p><u>Social Studies Big Ideas</u></p> <p>Effective citizens are committed to protecting rights for themselves, other citizens, and future generations by upholding their civic responsibilities and are aware of the potential consequences of inaction.</p> <p><u>ELA Big Ideas:</u></p> <p>Knowing how to alter writing for a desired audience increases a document's intended success.</p>	<p><u>Social Studies Essential Questions:</u></p> <p>Why is it important for citizens to become informed about candidates and stay informed after the election?</p> <p>Why should citizens attempt to influence elected officials?</p> <p>Why do special interest groups play an important role in American citizens influencing their elected officials?</p> <p><u>ELA Essential Questions:</u></p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes

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<p>Good readers use strong textual evidence, connections to their own lives, and their background knowledge to make inferences about what they read and to draw conclusions.</p> <p><u>Integrated Big Ideas:</u> Gathering appropriate information is important to success in school and everyday life</p> <p>Being an informed consumer of print and digital information allows one to make educated decisions.</p>	<p>How do I find the right information?</p> <p>How do I gather original data?</p> <p>How is the definition and interpretation of citizenship altered by point of view and perspective?</p> <p>How does reading a variety of texts help me understand the world around me?</p> <p><u>Social Studies Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to describe why citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels. • Students will be able to describe why participating in the civic process is important. • Students will be able to describe why upholding the laws of the land is important. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to analyze a political cartoon. • Students will be able to adapt to varied roles and responsibilities. • Students will be able to act responsibly with the interests of the larger community in mind. • Students will be able to demonstrate ethical behavior in personal, workplace, and community contexts. • Students will conduct a short as research projects to answer a question or solve a problem, demonstrating understanding of the subject under investigation. • Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text • Students will 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. • Students will create a 3-5 minute web video or podcast • Students will conduct a survey of at least 25 people as part of a 	<ul style="list-style-type: none"> • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records • Surveys • Analyze results <p><u>Suggested Summative Assessments:</u></p> <p>***Problem -A high percentage of citizens do not stay informed, do not participate in the civic process (such as voting), and fail to uphold the laws of the land.</p> <p>***Product/Performance- After the survey results are calculated, the storyboard should focus on persuading citizens to be more active and fulfill their civic responsibilities. Each storyboard page will focus on a different statistic and the consequences of the statistic. Overall, are people fulfilling this civic responsibility or not? If not, what could be done to increase this statistic? From survey data collected, create a 3-5 minute video or podcast.</p> <p>ELA Assessment: Manual or</p>

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	mini-research project.	introductory guide to a topic assessed using a rubric
<p>Project Three: Project Citizen</p> <p>Social Studies Concept: Citizenship This unit requires students to demonstrate and use effective citizenship skills. The high school benchmarks require students to work with government programs and agencies, plus understand the process of working within a political party, a commission engaged in examining public policy, or a citizens' group. Project Citizen, organized by the Center for Civic Education, is an ideal format for students to explore relevant community problems and then use skills developed throughout this unit to attempt to influence future public policy and solve an identified problem. This project will contrast with the literature read in the ELA portion.</p> <p>ELA Concept: Persuasion and Argument Examining anchor texts such as <i>The Wave</i> and <i>Maus</i>, students will analyze themes of citizenship. <i>The Wave</i> is a novel that dramatizes an incident that took place in a California school in 1969. A teacher creates an experimental movement in his class to help students understand how people could have followed Hitler. The highly disciplined group, modeled on the principles of the Hitler Youth, has its own salute, chants, and special ways of acting as a unit and sweeps beyond the class and throughout the school, evolving into a society willing to give up freedom for regimentation and blind obedience to their leader. <i>Maus</i> is a story of a Jewish survivor of Hitler's Europe and his son, a cartoonist who tries to come to terms with his father's story. Conformity and oppression will be introduced through these anchor texts, along with supplemental literature, excerpts, and video portrayals. Students will explore the concepts of public policy and propaganda, linking these themes in literature to the Social Studies concepts.</p> <p>Driving Question: What prevents citizens' active participation on public government and policy?</p> <p>Timeline: 7 weeks</p> <p>Resources: http://www.pbs.org/democracy/buildyourowncampaign/lesson_plans.html "Speech to the Second Virginia Convention" by Patrick Henry (1775) <i>The Wave</i> by Todd Strasser <i>Maus</i> by Art Spiegelman <i>White Lilacs</i> by Carolyn Meyer "The Wave" (video, 2008) http://www.doe.k12.de.us/default.shtml</p> <p>Social Studies Standards Civics Standard 4a: Students will develop and employ the civic skills necessary for effective, participatory citizenship [Participation]. Civics Standard 4b: Students will understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.</p>		

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<p><u>ELA Standards</u></p> <p>Reading Standards for Literature</p> <p>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. CC9-10RL2</p> <p>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. CC9-10RL3</p> <p>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). CC9-10RL4</p> <p>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. CC9-10RL5</p> <p>Reading Standard for Informational Text</p> <p>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). CC9-10RI5</p> <p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CC9-10RI9</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC9-10W1</p> <p>Produce 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. CC9-10W1a</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. CC9-10W1e</p> <p>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. CC9-10W2</p> <p>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. CC9-10W2a</p> <p>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. CC9-10W2b</p> <p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CC9-10W2c</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC9-10SL1</p> <p>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. CC9-10SL1c</p> <p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>understanding and make new connections in light of the evidence and reasoning presented. CC9-10SL1d 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. CC9-10SL4</p> <p>Reading Standard for Literacy in History/Social Studies Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. CC9-10RH/SS1 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC9-10RH/SS2 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. CC9-10RH/SS5 Compare and contrast treatments of the same topic in several primary and secondary sources. CC9-10RH/SS9</p>		
<p><u>Social Studies Big Ideas</u> Effective citizens can research issues, form reasoned opinions, support their positions, and engage in the political process.</p> <p>Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy.</p> <p><u>ELA Big Ideas:</u> Persuasive techniques can be used to craft a presentation that will influence others and defend a position.</p> <p>Literature can provide a case study to understand human nature.</p> <p><u>Integrated Big Ideas:</u> Active citizenship is critical to living in a democracy and free society.</p> <p>The concept of citizenship and the actions and interactions between citizens is contradictory throughout history.</p>	<p><u>Social Studies Essential Questions:</u> How should private citizens and interest groups most effectively communicate with government programs and agencies?</p> <p>How do stakeholders work with government to influence policy?</p> <p>How should a citizen communicate with a government agency to influence the decisions of that agency?</p> <p>How should groups engaged in political activities organize to accomplish their goals?</p> <p>How does one get involved with a political party?</p> <p>How does one get heard by a commission examining public policy?</p> <p>What is a citizens' group and how do they operate?</p> <p><u>ELA Essential Questions:</u> How can I defend a position and effectively influence others?</p> <p>How is information interpreted and presented clearly and logically in order to inform an audience?</p> <p>What strategies and techniques do writers use to persuade and influence others?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> ***Problem -Many teens throughout the U.S. do not feel that</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p><u>Social Studies Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will know why it is important to be an active participant in public policy decision making. • Students will understand how different stakeholders work with government to influence public policy. • Students will be able to describe how a government commission examines public policy issues. • Students will understand how lobbyists and citizens groups can affect public policy making efforts. • Students will be able to identify public policy issues in their community. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to implement research strategies to effectively gather information on a particular public policy issue. • Students will be able to effectively communicate with government programs and agencies. • Students will 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. • Students will understand how human emotions, such as fear and the desire to belong, influence their decisions and impact others. • Students will identify when and how conformity and oppression shaped our history. 	<p>they have a voice in public policy decision making. You were asked by the National Council for Civic Education to lead your state in marketing their new campaign to convince teens that they need to participate in local, state, and/or national public policy decision making by either communicating with government programs and agencies, working within a political party, or joining a citizen's group.</p> <p>***Product/Performance - You are responsible for creating a state marketing product for the national campaign. The marketing product may take the form of a radio announcement, a poster, a television advertisement, or other appropriate format. (If a television ad is chosen you may use a storyboard to outline the ad rather than producing an actual video.) Regardless of the format, each product should include the following:</p> <ul style="list-style-type: none"> • A slogan to persuade fellow teens that they should participate in public policy decision making • An explanation of public policy decisions that affect a variety of stakeholders, including U.S. teens. • At least three ways that teens can participate in public policy decision making. • An example of at least one

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>effective way that teens can communicate with government programs and agencies with an explanation of why that method would be effective.</p> <ul style="list-style-type: none"> • An explanation of how a group can be organized to accomplish the goal of affecting public policy with supporting reasoning.

Project Four: Regional Planning Unit

Social Studies Concepts: Regional Planning

This semester-long course provides instruction and measurement of student learning in high school-level geography. Geography is about the earth we inhabit and what we do with it. This project stresses the significance of *where* events (people, places, things) occur, how they got there and how they are related to other events elsewhere. Geography examines the consequences of those decisions. It allows us to understand how human society has arranged itself over the earth's surface, how Amazon forests have been turned into cattle pastures, how superhighways make neighbors of once distant Los Angeles and Phoenix, why Central Americans risk their lives to grow coffee on the slopes of active volcanoes. An enduring theme of geographical understanding is the different ways human cultures have responded to, and changed, the physical environment. Regional Planning investigates why events occur and where they occur, to help students understand how we have organized our land and life across the earth's surface and what that organization means for our future.

ELA Concepts: Reading Informational Text, Project Zip Code USA, Point of View

ELA will be integrated through 3 six-week long examinations. Informational anchor texts such as *Fast Food Nation* and *Animal, Vegetable, Miracle* will be used to illustrate the relationship between Social Studies concepts and the world we live in today. Fast food, discussed by Schlosser in *Fast Food Nation*, has hastened the malling of our landscape, widened the chasm between rich and poor, fueled an epidemic of obesity, and propelled American cultural imperialism abroad. Conversely, author Barbara Kingsolver and her family abandoned the industrial-food pipeline, in *Animal, Vegetable, and Miracle*, to live a rural life, vowing that, for one year, they'd only buy food raised in their own neighborhood, grow it themselves, or learn to live without it. Part memoir, part journalistic investigation, *Animal, Vegetable, Miracle* is an enthralling narrative that bridges the concepts of regional planning and everyday life.

Within Project Zip Code, students will write an article modeled after the "Zip Code USA" series in National Geographic Magazine. These articles will require students to investigate the current issues, geography, history, and demography of a city in Delaware and compare it to a city of their choosing in another part of the United States. Students will investigate perspectives in writing as they read similar topics told from various perspectives and analyze similarities and differences that exist among the texts.

Through reading anchor texts such as *The House on Mango Street*, along with other texts, students will examine geographical region through differing viewpoints. Told through a series of vignettes, *The House on Mango Street* is the story of a young Latina girl growing up in Chicago, inventing for herself who and what she will become. Modeling after the book *Seedfolks*, students will conduct an investigation of their neighborhoods, analyzing first-hand accounts and

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>interviews of individuals and families who live on the same street as they do.</p> <p>Driving Questions: How can students investigate the history, geography, demography, and current issues of a region? How can students communicate with professionals and use the information gathered to compose a detailed magazine article? How can students utilize informational texts and primary sources in order to compose an accurate representation of their neighborhood?</p> <p>Timeline: 18 weeks</p> <p>Resources: http://nationalgeographic.com Zip Code USA article from National Geographic <i>Fast Food Nation</i> by Eric Schlosser <i>Animal, Vegetable, Miracle</i> by Barbara Kingsolver <i>The House on Mango Street</i> by Sandra Cisneros <i>Seedfolks</i> by Paul Fleischman http://www.doe.k12.de.us/default.shtml</p>		
<p><u>Social Studies Standards</u> GEOGRAPHY STANDARD ONE: Students will develop a personal geographic framework, or “mental map,” and understand the uses of maps and other geographics [MAPS]. Geography Standard One 9-12a: Students will identify geographic patterns which emerge when data is mapped, and analyze mapped patterns through the application of such common geographic principles as “hierarchy,” “accessibility,” “diffusion” and “complementarity.” Geography Standard One 9-12b: Students will apply the analysis of mapped patterns to the solution of problems. GEOGRAPHY STANDARD THREE: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES]. Geography Standard Three 9-12a: Students should understand the processes which result in distinctive cultures, economic activity and settlement form in particular locations across the world. GEOGRAPHY STANDARD FOUR: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS]. Geography Standard Four 9-12a: Students will apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth’s changing complexity.</p> <p><u>ELA Standards</u> Reading Standards for Literature Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1 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. CC9-10RL3 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. CC9-10RL5 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>literature. CC9-10RL6 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 <i>Landscape with the Fall of Icarus</i>). CC9-10RL7</p> <p>Reading Standards for Informational Text 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. CC9-10RI3 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. CC9-10RI6 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. CC9-10RI7 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. CC9-10RI10</p> <p>Speaking and Listening Standards a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a b. 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. CC9-10SL1b Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC9-10SL2 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. CC9-10SL5</p> <p>Language Standards Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2 Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CC9-10L2a Use a colon to introduce a list or quotation. CC9-10L2b Spell correctly. CC9-10L2c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. CC9-10L4 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. CC9-10L4a Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>). CC9-10L4b 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, or its etymology. CC9-10L4c 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). CC9-10L4d</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Writing Standards 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. CC9-10W2 d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC9-10W2d Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC9-10W3 a. 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. CC9-10W3a b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CC9-10W3b c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CC9-10W3c d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC9-10W3d e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC9-10W3e 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. CC9-10W5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC9-10W6</p> <p>Reading and Writing Standards for Literacy in History/Social Studies Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. CC9-10RH/SS2 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. CC9-10RH/SS4 Compare and contrast treatments of the same topic in several primary and secondary sources. CC9-10RH/SS9 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently CC9-10RH/SS10</p>		
<p><u>Social Studies Big Ideas:</u> Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples. The ways mapped patterns are analyzed and used help solve societal problems.</p>	<p><u>Social Studies Essential Questions:</u> How is competition or interaction between places influenced by their relative location and accessibility? Who plans for land use? Why are land use plans put into place? What geographic principles and tools are used by planners in local communities?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Maps can be used to distort or introduce bias into the information they portray.</p> <p>Places are unique associations of natural environments and human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p>A region is a concept rather than a real object on the ground, used to simplify the diversity of places.</p> <p>Regions must have boundaries to exist, yet there advantages and disadvantages associated with any real or abstract feature used to draw a boundary.</p> <p>All physical phenomena and human activities exist in space as well as time.</p> <p>Mental maps summarize differences and similarities about places. These differences and similarities lead to conflict or cooperation and the exchange of goods and ideas between peoples.</p> <p>The ways mapped patterns are analyzed and used help solve societal problems.</p> <p>Maps can be used to distort or introduce bias into the information they portray.</p> <p>Places are unique associations of natural environments and human cultural modifications.</p> <p>Concepts of site and situation can explain the uniqueness of places. As site or situation change,</p>	<p>How might the position of a place in a settlement hierarchy affect the life of the people in that place?</p> <p>How can diffusion patterns be used to understand, manage and predict movement over time?</p> <p>How can governments around the world balance economic development and environmental concerns?</p> <p>How can citizens affect comprehensive community planning decisions?</p> <p>How might societal problems be posed so that they are open to solution through geographic map analysis?</p> <p>How might regional analysis help to solve societal problems?</p> <p>To what extent are regional boundaries permanent?</p> <p>What might cause them to change over time?</p> <p>How might the position of a place in a settlement hierarchy affect the life of the people in that place?</p> <p>How might societal problems be posed so that they are open to solution through geographic map analysis?</p> <p>Why are some places more culturally diverse or similar than others?</p> <p>To what extent does the culture of a place change over time?</p> <p>To what extent are regional boundaries permanent? What might cause them to change over time?</p>	<ul style="list-style-type: none"> • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Social Studies Assessment: Presenting a problem Project Proposal and rubric Zip Code USA article and rubric Written communication rubric Zip Code USA story and rubric</p> <p><u>ELA Assessment:</u> Cause/Effect essay contextualized to a student selected local regional planning case study.</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>so also does the character of a place.</p> <p><u>ELA Big Ideas</u> Informational texts have specific structures and sequences.</p> <p>Good readers use a variety of strategies to help them understand what they read.</p> <p>Point of View shapes the tone of a text.</p> <p><u>Integrated Big Ideas</u> Regions and their boundaries are not always permanent, since the conditions that created them may have changed over time.</p> <p>Literature transcends regional boundaries, thereby spreading cultures.</p> <p>Cultures and ideas transcend geographical boundaries.</p> <p>Places have a story to tell.</p> <p>Parts, locations, and people of a place add up to a greater whole.</p>	<p><u>ELA Essential Questions:</u> Which reading strategies are best used with informational texts?</p> <p>How will reading strategies help me understand what I read?</p> <p>How does literature help break down the walls of isolationism?</p> <p>How does literature help to spread culture?</p> <p>How does an author’s chosen point of view help to shape the tone of a text?</p> <p>How can you write the “story” of a place?</p> <p><u>Social Studies Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will possess knowledge of geography and an ability to apply a geographical perspective to life situations. Students will study the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us. • Students will define and identify the geographic patterns upon analysis of mapped data patterns. • Students will define isolationism, diffusion, accessibility, hierarchy, and complementarity • Students will define isolationism, diffusion, accessibility, hierarchy, and complementarity • Students will identify details of specific researched places based on the concepts of diffusion, accessibility, hierarchy and complementarity <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will read and comprehend literary nonfiction and analyze how an author uses rhetoric. • Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Students will read similar topics written from multiple perspective points and analyze reasons for similarities and 	

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>differences in opinion.</p> <ul style="list-style-type: none"> • Students will identify isolationism and ways that literature has decreased isolationism. • Students will identify ways in which literature helps to spread culture. • Students will write a proposal for selected city. • Students will research selected city in terms of demographics, geography and cultural aspects. • Students will create the “story” of selected town in an article mimicking the style of the National Geographic article. • Students will make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. • Students will write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Students will analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Students will assess how point of view or purpose shapes the content and style of a text. 	

Curriculum Framework for BioLit (Biology and ELA)¹

School: Delaware STEM Academy

Curricular Tool: Science Coalition, Science & Global Issues: Biology, New Tech Network Echo

Grade: 10 Teacher: _____

The content of this curriculum map will be taught in a daily block of 90 minutes.

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
Project One: Evolution – Maintaining Diversity Biology Content: This unit explores the nature of science and the theory of evolution by natural selection. Students investigate how science is distinguished from other ways of knowing by the use of empirical observations, experimental evidence, logical arguments, and healthy skepticism. Students also investigate how evolution explains the unity and diversity of species found on Earth and why evolution is important now as it is applied to current medical, agricultural, environmental, and other societal issues. After learning about biodiversity through various nonfiction texts, students will write a report that defines biodiversity and explains its importance within a local context. ELA Content: Within this project, students will read and analyze anchor texts such as <i>Evolution: The Story of Life on Earth</i> and <i>Lord of the Flies</i> , and excerpts from Darwin's <i>Origin of a Species</i> to explore the concepts of evolution from a scientific and socio-cultural perspective. <i>Evolution</i> is a graphic novel that explains the history of life on earth by reviewing the fundamental concepts of evolution in a format that serves the dual purpose of entertainment and education. The themes about human nature that are developed in <i>Lord of the Flies</i> will be investigated with other readings on socio-cultural evolution. Students will consider the concept of diversity and consider why the groups of boys in the story become less civilized and less diverse. Students will write a point of view journal to consider characterization. Excerpts from Darwin's <i>The Origin of Species</i> as a seminal work the conception of evolution will also be investigated as supplemental text. Students will create a presentation on the accuracy of <i>Evolution</i> and Potential Projects: Wanted: Dead or Alive, Solve Your Own Mystery: Classification and Dichotomous Keys, Biodiversity: A Case for Court, Winner Takes All: Engage in the Human Race Timeline: 9 weeks Resources: <i>Science and Global Issues: Biology</i> , Lab Aids <i>Evolution: The Story of Life on Earth</i> by Jay Hosler <i>Lord of the Flies</i> by William Golding <i>The Origin of Species</i> by Charles Darwin		

¹ The BioLit curriculum map was approved by DDOE in the spring of 2013 as part of the First State Military Academy's curriculum, and is the same 10th grade integrated course offered at the Delaware New Tech Academy @ Seaford HS. The choice to adopt it at the Delaware STEM Academy is intentional to create opportunities for networking and shared curriculum resources across Delaware's three New Tech High Schools.

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>http://www.doe.k12.de.us/</p> <p><u>Science Standards</u> As a member of the Science Coalition, the Delaware STEM Academy will adopt the biology curriculum recommended by the Science Coalition and aligned to Next Generation Science Standards. When those materials become available, the content will be integrated into BioLit.</p> <p><u>ELA Standards</u> Reading Standards for Literature Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1 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. CC9-10RL2 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. CC9-10RL3 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). CC9-10RL4</p> <p>Reading Standards for Informational Text Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1 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. CC9-10RI2 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. CC9-10RI3 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). CC9-10RI4 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. CC9-10RI7</p> <p>Writing Standards 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. CC9-10W2 a. 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. CC9-10W2a b. 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. CC9-10W2b c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. CC9-10W2c d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC9-10W2d e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>10W2e f. 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). CC9-10W2f Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC9-10W4 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. CC9-10W5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC9-10W6 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC9-10W9 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. CC9-10W10</p> <p>Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC9-10SL1 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a b. 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. CC9-10SL1b Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. CC9-10SL2 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. CC9-10SL4</p> <p>Language Standards Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2 a. Spell correctly. CC9-10L2c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 9-10 reading and content</i>, choosing flexibly from a range of strategies. CC9-10L4 a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC9-10L4a 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). CC9-10L4d Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC9-10L5</p> <p>Reading Standards for Literacy in Science and Technical Subjects Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. CC9-10RS/TS2</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>. CC9-10RS/TS4</p> <p>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. CC9-10RS/TS6</p> <p>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. CC9-10RS/TS10</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC9-10WH/SS/S/TS2</p> <p>a. Introduce a topic and organize 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. CC9-10WH/SS/S/TS2a</p> <p>b. 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. CC9-10WH/SS/S/TS2b</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. CC9-10WH/SS/S/TS2c</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. CC9-10WH/SS/S/TS2d</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10WH/SS/S/TS2e</p> <p>f. 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). CC9-10WH/SS/S/TS2f</p> <p>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. CC9-10WH/SS/S/TS8</p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC9-10WH/SS/S/TS10</p>		
<u>Biology Concepts</u> Biodiversity Ecosystem services and humans' impact on species Natural selection and adaptation Darwin's research Geologic time Interpreting the fossil record Phylogeny Microevolution and macroevolution Biological species concept and specialization The genetic basis of evolution	<u>Science Essential Questions:</u> How do we conserve genetic, species, and ecosystem diversity? How does natural selection encourage inter and intra-specific diversity over time? What are the benefits to developing ecosystems services and intrinsic value models for conservation? Why is sexual reproduction important to the survival of most species?	<u>Formative Assessments:</u> Teacher observation Graphic organizers Journal Entries KWLs Pre-tests Conferences Observations Question and Answer Sessions First Drafts / Quizzes Journals Interviews

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p><u>ELA Concepts</u> Cause and effect Literature as a means of expression Influence Conflict Symbolism Allegory</p> <p><u>Science Big Ideas:</u> Each ecosystem differs from others in its varieties of species, genetic makeup of its species, and the evolutionary relationships of species. All of these levels of variation comprise the earth's biodiversity.</p> <p>The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.</p> <p>The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.</p> <p><u>ELA Big Ideas:</u> People use analysis to look deeply into ideas in order to fully understand their meaning and structure.</p> <p>Communication enables us to gain and share information about self, others, and the world.</p> <p>The differences between those who are "civilized" and "savage" are reflected in culture.</p> <p>Dynamics of power and personality conflicts directly impacts people.</p> <p>The effects of war may result in a loss of innocence.</p>	<p>Why is diversity important to a species' ability to survive?</p> <p><u>ELA Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is it important to be able to see the parts that make a whole? • What is the value of determining cause and effect? • How does literature and other media express life experiences? • What does it mean to be civilized? • How do power and ambition influence the choices that people make? • What role does conflict play in a civilized society? • What is human nature and how do we know? <p><u>Science Learning Targets:</u></p> <ul style="list-style-type: none"> • Study the evolutionary processes that produce biodiversity, what caused the subtle and dramatic shifts that occurred in the past, and how biodiversity might change in the future. • Complete a project as a conservationist, focusing on understanding the biodiversity of an area in order to establish priorities for conservation of species. • Debate how human activities affect biodiversity. • Investigate the levels of biodiversity and the evolutionary processes that increase, decrease, or maintain biodiversity. • Examine humans' social, environmental, and economic influences on biodiversity, and make recommendations for which forest area on a fictitious island should receive funds for conservation. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Explain cause and effect relationships within a text. • Interpret the interdependence/interactions of characters, theme, setting, conflict, resolution. 	<p>Short responses Quickwrites Tickets in/out of the door Participation in lab work Notetaking</p> <p><u>Summative Assessments:</u> Tests on specific content Essays Informational reports/articles Free response Presentations Projects Model of key ideas Lab reports Portfolios Checklists/rubrics Debates</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Conflict is unavoidable, can be violent, and responses to conflict are individual.</p> <p>The interaction of art, media and various modes of human expression and communication can combine in ways that are more impactful than words or visual art alone.</p> <p><u>Integrated Big Ideas:</u> Within systems diversity is more beneficial to the whole than uniformity.</p> <p>Diverse populations are more likely to survive changing environments.</p>	<ul style="list-style-type: none"> • Judge the effectiveness of the author's use of literary devices and explains their use to convey meaning. • Define and explain allegory and symbolism • Analyze passages' imagery and symbolism • Analyze cause and effect in the novel • Analyze character traits vis-a-vis a novel's meaning • Make connections to current political/social realities • Build vocabulary through reading • Explore the comics medium as a mode of communicating • Develop an opinion about graphic novels as a way to acquire, practice, and master traditional and new literacies. • Analyze formal structure as it relates to content of graphic novels • Examine the special effects created in sequential art narrative • Critically use, view, and analyze a variety of media. • Compare graphic and literary forms of art. 	
<p>Project Two: Cell Biology</p> <p>Science Concepts: Diseases are caused by infectious microbes, such as bacteria and viruses, genetic factors, and other events that cause breakdowns in the structure or function of cells. The effects of diseases vary from mild to devastating and affect sustainability at the environmental, economic, and social level. Understanding the mechanisms of a disease is essential to people's ability to prevent, eradicate, and cure it and to maintain the sustainability of populations and communities. Students will examine several diseases and their social, environmental, and economic consequences. You will learn about the mechanism of these diseases at the cellular level, including an investigation of the role that antibiotics play in the evolution of resistant strains of bacteria. You will also investigate the structures and functions of normal cells and some of the processes that occur inside these cells. At the end of the unit, you will make recommendations for how best to allocate limited funding to address world health problems.</p> <p>ELA Concepts: Students will examine the anchor texts <i>Brave New World</i> by Aldous Huxley and <i>Utopia</i> from Sir Thomas Moore, comparing Huxley's creation of a utopian future where humans are genetically designed and pharmaceutically anesthetized to passively serve a ruling order, with excerpts from Moore's imagining of Utopia where he presents a solution to many of the social ills discussed within the text. Students will equate the structure and functions of cells to the structures and functions of their Utopian society. Disease being a disruption of the utopia created in the miraculous order of the cell or of society. Students will also read multiple nonfiction texts, including <i>When Plague Strikes</i> by James Cross Giblin to learn about major diseases that have changed the course of our history, culture, and society, disrupting the fabric of culture and society. Students will write several pieces comparing elements of the novel to the study of cells.</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Potential Projects: The Case 8 Studies: Diagnosis and Treatment, Utopia: Societal Syncopation, Diminishing Returns: Antibiotic Resistant Bacteria, Picture This!: Photosynthesis and Conservation of Energy, Bio-Chemical Warfare,</p> <p>Timeline: 9 weeks</p> <p>Resources: <i>Science and Global Issues: Biology</i>, Lab Aids <i>Utopia</i> by Sir Thomas More <i>Brave New World</i> by Aldous Huxley <i>When Plague Strikes</i> by James Cross Giblin http://www.doe.k12.de.us/ Biology threat agents: http://www.fas.org/biosecurity/resource/agents.htm General Introduction on Biological, biochemical, & chemical weapons: http://science.howstuffworks.com/framed.htm?parent=biochem-war.htm& Medical Research: http://www.uh.edu/collegium/fall98/medical.html Pathophysiology of chemical weapons: http://www.clevelandclinicmeded.com/diseasemanagement/infectiousdisease/ Enzymes: http://en.wikipedia.org/wiki/Enzyme http://www.scienceacademy.com/1024768/search2.html http://www.newton.dep.anl.gov/newton/askasci/1995/math/MATH060.HTM http://www.cdc.gov http://www.nsf.gov/news/overviews/biology/index.jsp http://www.microbe.org/microbes/protists1.asp http://www.ucmp.berkeley.edu/bacteria/bacteria.html http://www.microbe.org/microbes/bacterium1.asp http://www.eurekascience.com/ICanDoThat/bacteria_cells.htm http://www.ucmp.berkeley.edu/alllife/virus.html http://www.virology.net/Big_Virology/BVHomePage.html http://www.biologie.uni-hamburg.de/b-online/e33/33.htm http://www3.niaid.nih.gov/ http://www.idsociety.org/ http://www.microbe.org/microbes/bacterium1.asp http://www.ucmp.berkeley.edu/bacteria/bacteria.html http://www.cellsalive.com/ecoli.htm http://www.ucmp.berkeley.edu/alllife/virus.html http://www.microbe.org/microbes/virus1.asp http://www.microbe.org/microbes/protists1.asp http://users.rcn.com/jkimball.ma.ultranet/BiologyPages/P/Protists.html </p> <p>Science Standards</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>As a member of the Science Coalition, the Delaware STEM Academy will adopt the biology curriculum recommended by the Science Coalition and aligned to Next Generation Science Standards. When those materials become available, the content will be integrated into BioLit.</p> <p><u>ELA Standards:</u></p> <p>Reading Standards for Literary Texts</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1</p> <p>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. CC9-10RL2</p> <p>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 <i>Landscape with the Fall of Icarus</i>). CC9-10RL7</p> <p>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). CC9-10RL9</p> <p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. CC10RL10</p> <p>Reading Standards for Informational Texts</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1</p> <p>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. CC9-10RI2</p> <p>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. CC9-10RI3</p> <p>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). CC9-10RI5</p> <p>By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently. CC10RI10</p> <p>Writing Standards</p> <p>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. CC9-10W2</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC9-10W1</p> <ol style="list-style-type: none"> 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. CC9-10W1a 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. CC9-10W1b 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. CC9-10W1c Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W1d 		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>e. Provide a concluding statement or section that follows from and supports the argument presented. CC9-10W1e 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.) CC9-10W4 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. CC9-10W5 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC9-10W9 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. CC9-10W10</p> <p>Speaking and Listening 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. CC9-10SL1 a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a b. 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. CC9-10SL1b c. 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. CC9-10SL1c d. 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. CC9-10SL1d 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. CC9-10SL5 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. CC9-10SL4 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. CC9-10SL5 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. CC9-10SL6</p> <p>Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1 a. Use parallel structure.* CC9-10L1a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2 Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CC9-10L2a c. Spell correctly. CC9-10L2c Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies. CC9-10L4 b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). CC9-10L4b</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>c. 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, or its etymology. CC9-10L4c</p> <p>Reading Standards for Literacy in Science and Technical Subjects</p> <p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. CC9-10RS/TS2</p> <p>Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text. CC9-10RS/TS3</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>. CC9-10RS/TS4</p> <p>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). CC9-10RS/TS5</p> <p>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. CC9-10RS/TS10</p> <p>Write arguments focused on <i>discipline-specific content</i>. CC9-10WH/SS/S/TS1</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. CC9-10WH/SS/S/TS1a Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. CC9-10WH/SS/S/TS1b 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. CC9-10WH/SS/S/TS1c Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10WH/SS/S/TS1d Provide a concluding statement or section that follows from or supports the argument presented. CC9-10WH/SS/S/TS1e 		
<p><u>Biology Concepts:</u></p> <p>Cellular nature of life Cell structure and function Cell specialization and differentiation Cell division and the cell cycle Microbes and infectious diseases Breakdown of cellular function in diseases, such as diabetes and cancer Respiration, photosynthesis, and cellular macromolecules</p> <p><u>ELA Concepts:</u></p> <p>Utopia</p>	<p><u>Science Essential Questions:</u></p> <p>How does structure relate to function in living systems from the organismal to the cellular level?</p> <p>How can the disparities between developing and developed countries in terms of diseases impacting human life?</p> <p>How do we make decisions about priorities for disease interventions to prevent or treat diseases that limit the social, economic, and environmental progress of a culture?</p>	<p><u>Formative Assessments:</u></p> <p>Teacher observation Graphic organizers Journal Entries KWLs Pre-tests Conferences Observations Question and Answer Sessions First Drafts / Quizzes Journals Interviews Short responses</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Story Elements Metaphor Alliteration Oxymoron Idiom Non-fiction text features Cause and effect</p> <p><u>Science Big Ideas:</u> Living systems, from the organismic to the cellular level, demonstrate the complementary nature of structure and function.</p> <p>The effects of diseases vary from mild to devastating and affect sustainability at the environmental, economic, and social level.</p> <p>Diseases are caused by infectious microbes, such as bacteria and viruses, genetic factors, and other events that cause breakdowns in the structure or function of cells.</p> <p>Understanding the mechanisms of a disease is essential to people's ability to prevent, eradicate, and cure it and to maintain the sustainability of populations and communities.</p> <p><u>ELA Big Ideas:</u> Good readers ask questions about text to better understand what ideas require making inferences.</p> <p>The development of society has influenced the evolution of microorganisms.</p> <p>Literature can be used as a vehicle for conveying a realistic sense of the events and anxiety accompanying the spread of infectious disease</p>	<p><u>ELA Essential Questions:</u> How do we use evidence to study the past as a way to change the future?</p> <p>Can all of our experiences be put into words? Do texts primarily reflect culture or shape it?</p> <p>From whose viewpoint are we reading? How does that affect our understanding of the text?</p> <p>How can a futuristic text comment on the current existence of humanity?</p> <p><u>Science Learning Targets:</u></p> <ul style="list-style-type: none"> • Examine several diseases and their social, environmental, and economic consequences. • Learn about the mechanism of these diseases at the cellular level. • Investigate the structures and functions of normal cells and some of the processes that occur inside these cells. • Research and recommend how to best allocate limited funding to address world health problems. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Use reading skills and strategies to monitor comprehension. • Identify story elements and describe how they impact each other. • Evaluate figurative language, analyze tone, identify sequence, visualize, analyze conflict, analyze characterization, analyze historical context, and connect to literature. • Understand literary elements such as metaphor, alliteration, oxymoron, point of view, setting and 	<p>Quickwrites Tickets in/out of the door Participation in lab work Notetaking</p> <p><u>Summative Assessments:</u> Tests on specific areas Essays/written report Presentations Projects Presentations Model of key ideas Lab reports Portfolios Checklists/rubrics Debates</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Interpretation of events when compared to the actual events surrounding and contributing to historical epidemics may cause factual inaccuracies.</p> <p><u>Integrated Big Ideas:</u> Living systems, from the organismal to the cellular level, demonstrate the complementary nature of structure and function.</p> <p>Disruption of the function of society or the cell will cause a reaction to return to homeostasis</p>	<p>mood, style, dialect and idiom.</p> <ul style="list-style-type: none"> • Use reading skills and strategies for analyzing graphic information, analyzing historical context, summarizing, comparing and contrasting, evaluating evidence, recognizing bias, comparing literature, and generating a purpose for reading. • Identify literary elements such as literary periods, theme, moral, characterization, irony, setting, autobiography, and imagery. • Identify characteristics of scientific texts. • Identify the central point and main supporting elements of a text. • Identify patterns in main ideas across texts. • Read texts explicitly; to analyze texts for specific purposes; to draw evidence from a relevant source. • Summarize a text(s) and select/prioritize relevant evidence from the text. • Identify the stylistic characteristics of writing within the disciplines (scientific editorial). • Organize reading notes into an outline or organizer. • Establish a claim and develop a line of thought supportive of claim. • Follow the writing process to produce a high quality text. • Identify appropriate texts and passages to use for support. • Refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. 	
<p>Project Three: Genetics – Feeding the World</p> <p>Biology Content: For thousands of years, people have selected crops and animals with desirable traits and have bred them to produce ever more desirable offspring. This selective breeding has produced modern varieties of organisms, such as sweet corn, dairy cows, and domestic pets. It was not until the mid-19th century that scientists began to understand that inherited traits pass from parents to offspring through genes. Modern scientists study genetics to learn more about how genes work and to solve such practical problems as enhancing crop productivity, curing diseases, and producing new fuels.</p> <p>One dynamic, and sometimes controversial, technology that has emerged from genetics is genetic modification. After learning to manipulate the genes of various</p>		

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<p>species, scientists now can place genes from one species into another to give the target species a specific, desirable trait, such as pest resistance. However, many people and some scientists are concerned that this may lead to unintended consequences for the environment and/or human health.</p> <p>In this unit, you will investigate how genes and patterns of inheritance function in organisms and generations of organisms. You will also learn about the procedures and results of genetic modification and about some of the benefits and trade-offs of producing specific genetically modified organisms.</p> <p>Bio Content: Students play the role of political informants/advocates on the subject of stem cell research. This exploration will create a need to know for understanding the role of stem cells in neurological research as well as demonstrating the controversy that is found in that particular type of research.</p> <p>ELA Concept: Students will read <i>The Immortal Life of Henrietta Lacks</i>, a poor Southern tobacco farmer who worked the same land as her slave ancestors, yet her cells—taken without her knowledge—became one of the most important tools in medicine. The first “immortal” human cells grown in culture, they are still alive today, though she has been dead for more than sixty years. HeLa cells were vital for developing the polio vaccine; uncovered secrets of cancer, viruses, and the atom bomb’s effects; helped lead to important advances like in vitro fertilization, cloning, and gene mapping; and have been bought and sold by the billions. Students will also read excerpts from <i>Stem Cell Now</i> by Christopher Scott, executive director of Stanford University’s Stem Cell and Society Program, in order to solidify their understanding and strengthen their view on this controversial issue. <i>Stem Cell Now</i> lays out the scientific and ethical issues surrounding this national dilemma. Scott guides readers through the latest advances in stem cell research in clear, accessible language, telling the stories of the researchers who are exploring the potential of stem cells to cure cancer, grow new organs, and repair the immune system. Students will research issues surrounding genetics and complete a significant research project.</p> <p>Potential Projects: Who’s Gene?, Human Genetics Project, Who are You? – A Genetic Manifestation, Selling Cells: A Stem Cell Debate</p> <p>Timeline: 9 weeks</p> <p>Resources: <i>Science and Global Issues: Biology</i>, Lab Aids <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot http://www.lacksfamily.com/ http://www.radiolab.org/2010/may/17/henriettas-tumor/ http://www.doe.k12.de.us/ <i>Stem Cell Now</i> by Christopher Scott</p> <p>The Cell: http://www.cellsalive.com/ http://www.jcb.org/ http://www.cellbio.com/ http://www.nature.com/ncb/index.html http://www.biology.arizona.edu/cell_bio/cell_bio.html</p> <p>Stem Cell: http://learn.genetics.utah.edu/units/stemcells/whatis/c/</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p> http://www.stemcellresearchfoundation.org/ http://www.stemcellresearch.org/ http://www.stemcellresearchnews.com/ http://www.whitehouse.gov/news/releases/2001/08/20010809-2.html http://www.isscr.org/ http://www.news.wisc.edu/packages/stemcells/ </p> <p>Nervous System:</p> <p> http://users.tpg.com.au/users/amcgann/body/nervous.html http://www.innerbody.com/image/nervov.html http://www.emc.maricopa.edu/faculty/farabee/BIOBK/BioBookNERV.html </p> <p>Disorders:</p> <p> http://www.nlm.nih.gov/medlineplus/brainandnervoussystem.html http://www.nlm.nih.gov/medlineplus/peripheralnervedisorders.html http://www.spineuniverse.com/displayarticle.php/article2007.html </p> <p> http://www.cellsalive.com/toc_cellbio.htm http://www.biology.arizona.edu/CELL_BIO/problem_sets/membranes/index.html http://www.biology.arizona.edu/CELL_BIO/tutorials/pev/main.html http://www.class.unl.edu/biochem/gp2/m_biology/animation/gene/gene_a1.html http://www.cellsalive.com/cells/golgi.htm http://www.phschool.com/science/biology_place/biocoach/cellresp/intro.html http://www.doe.k12.de.us/ </p> <p>Science Standards</p> <p>As a member of the Science Coalition, the Delaware STEM Academy will adopt the biology curriculum recommended by the Science Coalition and aligned to Next Generation Science Standards. When those materials become available, the content will be integrated into BioLit.</p> <p>ELA Standards:</p> <p>Reading Standards for Literary Texts</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1</p> <p>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. CC9-10RL2</p> <p>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. CC9-10RL3</p> <p>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. CC9-10RL5</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. CC10RL10</p> <p>Reading Informative Texts</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1</p> <p>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. CC9-10RI2</p> <p>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. CC9-10RI3</p> <p>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. CC9-10RI8</p> <p>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. CC9RI10</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC9-10W1</p> <p>a. 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. CC9-10W1a</p> <p>b. 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. CC9-10W1b</p> <p>c. 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. CC9-10W1c</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10W1d</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. CC9-10W1e</p> <p>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.) CC9-10W4</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 54.) CC9-10W5</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC9-10W6</p> <p>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. CC9-10W7</p> <p>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. CC9-10W8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC9-10W9</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>a. Apply grades 9-10 <i>Reading standards</i> to literature (e.g., "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]"). CC9-10W9a</p> <p>b. Apply grades 9-10 <i>Reading standards</i> to literary nonfiction (e.g., "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"). CC9-10W9b</p> <p>Speaking and Listening Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. CC9-10SL3 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. CC9-10SL4</p> <p>Language Conventions Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1 a. Use parallel structure.* CC9-10L1a b. 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. CC9-10L1b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2 a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CC9-10L2a b. Use a colon to introduce a list or quotation. CC9-10L2b c. Spell correctly. CC9-10L2c 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. CC9-10L3 a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type. CC9-10L3a</p> <p>Reading Standards for Literacy in Science and Technical Subjects Write arguments focused on <i>discipline-specific content</i>. CC9-10WH/SS/S/TS1 a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. CC9-10WH/SS/S/TS1a b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. CC9-10WH/SS/S/TS1b c. 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. CC9-10WH/SS/S/TS1c d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10WH/SS/S/TS1d f. Provide a concluding statement or section that follows from or supports the argument presented. CC9-10WH/SS/S/TS1e</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC9-10WH/SS/S/TS4</p> <p>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. CC9-10WH/SS/S/TS5</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC9-10WH/SS/S/TS6</p> <p>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. CC9-10WH/SS/S/TS7</p> <p>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. CC9-10WH/SS/S/TS8</p> <p>Draw evidence from informational texts to support analysis, reflection, and research. CC9-10WH/SS/S/TS9</p>		
<p><u>Biology Concepts</u></p> <p>Sexual and asexual reproduction</p> <p>Mitosis and Meiosis</p> <p>Genotype and phenotype</p> <p>Mendel's research</p> <p>Genetic crosses, Punnett squares, and pedigrees</p> <p>Patterns of inheritance</p> <p>Genes, alleles, chromosomes, and DNA</p> <p>Flow of genetic information</p> <p>Selective breeding</p> <p>Genetically modified organisms</p> <p>Biotechnology</p> <p><u>ELA Concepts</u></p> <p>Research</p> <p>Citing Evidence</p> <p>Data</p> <p>Truth</p> <p>Immortality</p> <p>Ethics</p> <p>Biography</p> <p><u>Science Big Ideas:</u></p> <p>Organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.</p>	<p><u>Science Essential Questions:</u></p> <p>Why do offspring resemble their parents and why are some sexes more likely than others to inherit specific traits?</p> <p>How does natural selection encourage inter and intra-specific diversity over time?</p> <p>How can our understanding of Mendelian genetics be used to predict patterns of inheritance?</p> <p>How do mutations influence the survival of an organism/species and how can a change of a nucleotide in a gene affect the structure and function of the protein for which it codes?</p> <p>How does recombinant DNA technology, as it is applied to genetic engineering, meet human needs and wants?</p> <p>What issues surround selective breeding and genetic modification?</p> <p>How can we collect data to make an informed decision about these evolving issues?</p> <p>How are genetically modified organisms, particularly in</p>	<p><u>Formative Assessments:</u></p> <p>Teacher observation</p> <p>Graphic organizers</p> <p>Journal Entries</p> <p>KWLs</p> <p>Pre-tests</p> <p>Conferences</p> <p>Observations</p> <p>Question and Answer Sessions</p> <p>First Drafts / Quizzes</p> <p>Journals</p> <p>Interviews</p> <p>Short responses</p> <p>Quickwrites</p> <p>Tickets in/out of the door</p> <p>Participation in lab work</p> <p>Notetaking</p> <p><u>Summative Assessments:</u></p> <p>Tests on specific areas</p> <p>Essays/written report</p> <p>Presentations</p> <p>Projects</p> <p>Presentations</p> <p>Model of key ideas</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Modern scientists study genetics to learn more about how genes work and to solve such practical problems as enhancing crop productivity, curing diseases, and producing new fuels.</p> <p>One dynamic, and sometimes controversial, technology that has emerged from genetics is genetic modification.</p> <p>The development of technology has allowed us to apply our knowledge of genetics, reproduction, development and evolution to meet human needs and wants.</p> <p>Living systems, from the organismic to the cellular level, demonstrate the complementary nature of structure and function.</p> <p><u>ELA Big Ideas</u></p> <p>Good readers ask questions about text to better understand what ideas require making inferences.</p> <p>Reading for meaning often requires imagining conversation with and questioning of the author. You must consider and respond.</p> <p>Ethical debates of stem cell research need to be reflected in politics to balance scientific progress with the responsibilities to the unborn and the sick.</p> <p>Good researchers use criteria to determine if a source is authoritative.</p> <p>Good researchers extract information from sources and draw logical conclusions.</p> <p><u>Integrated Big Ideas:</u></p>	<p>the production of agricultural crops, being used? Who benefits from their use?</p> <p><u>ELA Essential Questions:</u></p> <p>How do different texts shape their message to present different views of the same issue?</p> <p>How does a text reveal us to ourselves?</p> <p>How can a reader recognize truth in text?</p> <p>How do credible sources contribute to a successful research paper?</p> <p>How should research projects be organized so that themes and patterns emerge from the research details?</p> <p><u>Science Learning Targets:</u></p> <ul style="list-style-type: none"> • Learn about the historical desire to breed animals to create more desirable offspring. • Consider how learning to manipulate the genes of various species can help or hinder animals and people. • Debate if being about to modify genes will lead to unintended consequences for the environment and/or human health. • Investigate how genes and patterns of inheritance function in organisms and generations of organisms. • Describe the procedures and results of genetic modification • Debate some of the benefits and trade-offs of producing specific genetically modified organisms. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 	<p>Lab reports</p> <p>Portfolios</p> <p>Checklists/rubrics</p> <p>Debates</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>We can use our scientific expertise to make decisions about stem cell research and justify/defend our position during a debate.</p> <p>Research is only as good as the resources used to support it. Good researchers look for reliable sources to find information.</p>	<ul style="list-style-type: none"> • 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. • 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. • 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). • 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). • Use reading skills and strategies for analyzing graphic information, analyzing historical context, summarizing, comparing and contrasting, evaluating evidence, recognizing bias, comparing literature, and generating a purpose for reading. • Conduct research project based on focused questions, demonstrating understanding of the subject under investigation • Develop a multimedia product using audio/visual components simultaneously • Develop and defend opinion through a debate. • Accurately cite sources. 	
<p>Project Four: Ecology and Sustainability</p> <p>Biology Content: Our world holds an amazing variety of organisms living in all sorts of environments. Organisms affect their environments, and in turn the environment affects them. Understanding the complex web of relationships within ecosystems is essential to understanding their sustainability. In this unit students will examine a variety of ecological issues including the impact of human activities on ecosystems. Students will explore what can happen when people cause pollution in an area vital to nonhuman and human organisms. Students will use scientific articles to research the cause and effect of algal blooms off the</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>coast of the U.S. and write a letter to the Environmental Protection Agency to inform them of the problem as well as suggest possible solutions. Students will also learn about invasive species and their impacts on established ecosystems. You will also investigate how different management strategies affect the sustainability of fisheries. Finally, you will suggest actions humans can take to help sustain ecosystems for the future.</p> <p>ELA Content: To examine the interaction of people and the ecosystems in which they live, students engage in literature circles, discussing common themes that run throughout a group of essays compiled in the anchor text <i>Driven from the Land</i>. In this book, a variety of authors focuses on two ears of westward expansion, highlighting the Dust Bowl, the people who lived there, and how they survived the shifting ecosystem. Students will also complete a thematic study of nature writing. This section will be anchored by essays such as <i>Walking</i> from Henry David Thoreau, along with other essays, short stories, and poems. Students will investigate nature and the relationship that people have with nature. In a nature writing anthology, students will reflect on Thoreau who writes about human's role in nature "as an inhabitant, or a part or parcel of Nature." The final project will be the composition of a children's book to show solutions to an environmental problem, using the <i>Lorax</i> as a model. The book can include other characters from the Dr. Seuss books. Students will also reference excerpts from <i>Writing Picture Books: A Hands-On Guide from Story Creation to Publication</i>, examining the concept of multiple audiences – the children who will love the book and the parents who need to love it to purchase it. These concepts will be applied to their understanding to the children's book they will create, including a research brief to be include on the last page of the book.</p> <p>Potential Projects: <i>The Lorax</i> and Tales of Environment Sustainability, Saltmarsh Sponge, Turning Brownfield Green, Writing in the Natural World, Community Court: Development vs. Conservation, Sandpiper's Plight, Sustainability and Development: Problem Solved!</p> <p>Timeline: 9 weeks</p> <p>Resources: <i>Science and Global Issues: Biology</i>, Lab Aids <i>Driven from the Land – the Story of the Dust Bowl</i> by Milton Meltzer <i>Walking</i> by Henry David Thoreau http://www.nature.org/initiatives/climatechange/calculator/ - Allows you to determine your carbon footprint www.howstuffworks.com – search for brownfield www.brownfieldassociation.org http://www.doe.k12.de.us/ <i>Writing Picture Books: A Hands-On Guide from Story Creation to Publication</i> by Ann Whitford Paul <i>The Lorax</i> by Dr. Suess <i>DEAD IN THE WATER</i>. By: Weir, Kirsten. <i>Current Science</i>, 3/4/2005, Vol. 90 Issue 12, p10-11, 2p. <i>Red Tide's Weather Trail</i>. By: Cutlip, Kimbra. <i>Weatherwise</i>, Nov/Dec2001, Vol. 54 Issue 6, p10, 2p. <i>"The Gulf of Mexico Dead Zone and Red Tides"</i> by Elizabeth Carlisle. http://www.tulane.edu/~bfleury/envirobio/enviroweb/DeadZone.htm</p> <p>Science Standards As a member of the Science Coalition, the Delaware STEM Academy will adopt the biology curriculum recommended by the Science Coalition and aligned to Next Generation Science Standards. When those materials become available, the content will be integrated into BioLit.</p> <p>ELA Standards:</p>		

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<p>Reading Standards for Literary Texts Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RL1 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. CC9-10RL2 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). CC9-10RL4 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. CC9-10RL5</p> <p>Reading Informative Texts Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CC9-10RI1 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. CC9-10RI2 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). CC9-10RI4 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). CC9-10RI5 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. CC9-10RI9 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. CC10RL10</p> <p>Writing Standards Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC9-10W3 a. 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. CC9-10W3a b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CC9-10W3b c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. CC9-10W3c d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC9-10W3d e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC9-10W3e Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC9-10W4 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. CC9-10W5 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. CC9-10W6</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>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. CC9-10W7</p> <p>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. CC9-10W8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC9-10W9</p> <p>a. Apply grades 9-10 Reading standards to literature (e.g., "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]"). CC9-10W9a</p> <p>b. Apply grades 9-10 Reading standards to literary nonfiction (e.g., "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"). CC9-10W9b</p> <p>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. CC9-10W10</p> <p>Speaking and Listening</p> <p>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. CC9-10SL1</p> <p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. CC9-10SL1a</p> <p>b. 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. CC9-10SL1b</p> <p>c. 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. CC9-10SL1c</p> <p>d. 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. CC9-10SL1d</p> <p>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. CC9-10SL4</p> <p>Language Standards</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC9-10L1</p> <p>Use parallel structure.* CC9-10L1a</p> <p>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. CC9-10L1b</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC9-10L2</p> <p>Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. CC9-10L2a</p> <p>Use a colon to introduce a list or quotation. CC9-10L2b</p> <p>Spell correctly. CC9-10L2c</p> <p>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. CC9-10L3</p>		

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Reading Standards for Literacy in Science and Technical Subjects</p> <p>Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. CC9-10RS/TS1</p> <p>Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. CC9-10RS/TS2</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9-10 texts and topics</i>. CC9-10RS/TS4</p> <p>Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>). CC9-10RS/TS5</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. CC9-10RS/TS8</p> <p>By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently. CC9-10RS/TS10</p> <p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. CC9-10WH/SS/S/TS2</p> <p>a. Introduce a topic and organize 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. CC9-10WH/SS/S/TS2a</p> <p>b. 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. CC9-10WH/SS/S/TS2b</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. CC9-10WH/SS/S/TS2c</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. CC9-10WH/SS/S/TS2d</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC9-10WH/SS/S/TS2e</p> <p>g. 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). CC9-10WH/SS/S/TS2f</p> <p>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. CC9-10WH/SS/S/TS8</p> <p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC9-10WH/SS/S/TS10</p>		
<p>Concepts:</p> <p>Biomes</p> <p>Stability and climate change in ecosystems</p> <p>Invasive species</p>	<p>Science Essential Questions:</p> <p>How do we build sustainability from an ecosystems perspective? What does this mean for how humans impact various ecosystems?</p>	<p>Formative Assessments:</p> <p>Teacher observation</p> <p>Graphic organizers</p> <p>Journal Entries</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>Population dynamics Energy flow through ecosystems Carbon and nitrogen cycles Photosynthesis and cellular respiration Symbiotic relationships Predator-prey relationships Sustainability Indicators Life cycle of products Correlation and causality</p> <p><u>ELA Concepts:</u> Point of View Multiple Voices Historical Accuracy Audience Research Cause and effect</p> <p><u>Science Big Ideas:</u> Our world holds an amazing variety of organisms living in all sorts of environments.</p> <p>Organisms affect their environments, and in turn the environment affects them.</p> <p>Matter needed to sustain life is continually recycled among and between organisms and the environment.</p> <p>Energy from the Sun flows irreversibly through ecosystems and is conserved as organisms use and transform it.</p> <p>One of the most critical global issues of our time is how to live in ways that will sustain our planet's systems and resources.</p> <p>Humans can alter the living and non-living factors within an ecosystem, thereby creating changes to</p>	<p>How do matter and energy link organisms to each other and their environments?</p> <p>How should fisheries be managed to build sustainability in the oceans?</p> <p>How do humans have an impact on the diversity and stability of ecosystems?</p> <p>How can aspects of sustainability be viewed from a personal, community, and global perspective?</p> <p>How is matter transferred and energy transferred/transformed in living systems?</p> <p><u>ELA Essential Questions:</u> What is the value of collected essays from various authors over essays all written by one person?</p> <p>How can poetry tell a story?</p> <p>How do words and pictures interact to create a text that is more powerful than either the pictures or words alone?</p> <p>How can a single text appeal to multiple readers?</p> <p>What do I think about the natural world? What is my role in the society and "ecosystem" in which I live? How do I write about it?</p> <p>What environmental issues are most pressing to Delaware and the surrounding issue?</p> <p><u>Science Learning Targets:</u></p> <ul style="list-style-type: none"> Understand the complex web of relationships within ecosystems is essential to understanding their sustainability. 	<p>KWLs Pre-tests Conferences Observations Question and Answer Sessions First Drafts / Quizzes Journals Interviews Short responses Quickwrites Tickets in/out of the door Participation in lab work Notetaking</p> <p><u>Summative Assessments:</u> Tests on specific areas Essays/written report Presentations Projects Presentations Model of key ideas Lab reports Portfolios Checklists/rubrics Debates Nature Portfolio Children's Book Research brief</p>

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
<p>the overall system.</p> <p>The diversity and changing of life forms over many generations is the result of natural selection, in which organisms with advantageous traits survive, reproduce, and pass those traits to offspring.</p> <p>How can sustainable development/building minimize environmental impact and benefit human health?</p> <p><u>ELA Big Ideas</u></p> <p>Multiple viewpoints provide a diversity of opinions that makes the reader's understanding richer.</p> <p>Appealing to multiple audiences presents a unique challenge to children's book authors.</p> <p>Pictures, words, and or graphics interact in book in a way that creates a story more powerful either the words or the picture alone.</p> <p><u>Integrated Big Ideas:</u></p> <p>Speaking out and informing governmental agencies and others about ecological problems can help in efforts to address problems of imbalance in the ecosystem as well as expedite a solution.</p>	<ul style="list-style-type: none"> • Describe how humans interact with ecosystems in many ways. • Recognize that we rely on ecosystems to supply us food, shelter, energy, and the oxygen we breathe. As we consume resources and discard our wastes, we change ecosystems and sometimes threaten their sustainability. • Examine a variety of ecological issues including the impact of human activities on ecosystems. • Examine what can happen when people cause pollution in an area vital to nonhuman and human organisms. • Learn about invasive species and their impacts on established ecosystems. You will also investigate how different management strategies affect the sustainability of fisheries. • Plan and advocate for actions humans can take to help sustain ecosystems for the future. • Investigate why sustainability often raises more questions than it can answer. • Estimate the impact of your own lifestyle on the ecological sustainability of the planet. • Discover that most sustainability problems are a result of people's overuse and misuse of the earth's resources. • Learn about communities that have applied scientific knowledge and technology to address their local resource challenges. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Create a children's book describing a solution to an environmental problem. • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. • Read purposefully and select relevant information; to summarize and/or paraphrase. 	

Concepts/Big Ideas	Essential Questions/Learning Targets	Assessments
	<ul style="list-style-type: none"> • Apply strategies for developing an understanding of text(s) by locating words and phrases that identify key concepts and facts, or information. • Apply multiple viewpoints from a single event to create a more globalized learning opportunity. • Make observations about reading and relate these observations to key concepts and essential vocabulary learned. • Identify the central point and main supporting elements of a text. • Use and credit sources appropriately. • Establish a controlling idea and consolidate information relevant to task. • Develop a line of thought and text structure appropriate to an information/explanation task. • Construct an initial draft with an emerging line of thought and structure. • Refine text, including line of thought, language usage, and tone as appropriate to audience and purpose. • Proofread and format a piece to make it more effective. 	

Curriculum Framework for American Studies (American History and American Literature)¹

School: Delaware STEM Academy

Curricular Tools: DE Social Studies Coalition, New Tech Network Echo Project Library, Holt McDougal American Literature Anthology

Grade: 11 Teacher: _____

The content of this curriculum map will be taught in a daily block of 90 minutes.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Project One: A Young America, A New Nation</p> <p>SS Concepts: In times of great change, unrest proves to be a catalyst for change. The voices of the people pave the way for the necessary role of the government, dictating the need for a strong, central government with the goal to be to protect the freedoms of its people.</p> <p>ELA Concept: As students engage in the primary source reading of the resources listed within this unit, the students will identify how analyzing the documents as a 21st century learner lend an increased and varied interpretation. The “voice” through which each of the documents is spoken, written, or told begs the question and analysis of how one primary source reading can differ if the same event is told by another.</p> <p>Driving Question: How do we, as historical researchers, use primary source documents to present a clear vision of our nation’s one time definition of life, liberty and the pursuit of happiness?</p> <p>Timeline: 3 weeks</p> <p>Resources: “A Modell of Christian Charity” John Winthrop (1630) <i>The Captivity Narrative of Mary Rowlandson</i> (1682) Poems on Various Subject Religious and Moral - Phyllis Wheatley (1773) <i>The Federalist Papers</i> (1787-1788) George Washington’s Farewell Address (1796) Thomas Jefferson’s First Inaugural Address (1801) <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (1845) The Seneca Falls Declaration of Sentiments and Resolutions (1848)</p> <p>SS Standards: History Standard 1- Students will employ chronological concepts in analyzing historical phenomena [Chronology] 9-12a-Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain</p>		

¹ The American Studies curriculum map was approved by DDOE in the spring of 2013 as part of the First State Military Academy’s curriculum, and is the same 11th grade integrated course offered at the Delaware New Tech Academy @ Seaford HS. The choice to adopt it at the Delaware STEM Academy is intentional to create opportunities for networking and shared curriculum resources across Delaware’s three New Tech High Schools.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>patterns of historical continuity and change.</p> <p>History Standard 2 - Students will gather, examine, and analyze historical data. 9-12a- Students will develop and implement effective research strategies for investigating a given historical topic. 9-12b- Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p>History Standard 3 - Students will interpret historical data [Interpretation].</p> <p>9-12a- Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>History Standard 4- Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history. 9-12b- Students will develop an understanding of recent and modern world history and its connection to United States history, including: --Intensified hemispheric interactions (1,000-1,500 AD) --Explorations, contact, and interactions across the world (1450-1770) --Revolutions, ideologies, and technological change (1750-1914) --The 20th Century world (1900-present)</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics]. 9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years</p> <p><u>ELA Standards:</u> Reading Standards for Literature 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. CC11-12RL2</p> <p>Reading Standards for Informational Text 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 <i>faction</i> in <i>Federalist</i> No. 10). CC11-12RI4 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). CC11-12RI8 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. CC11-12RI9</p> <p>Writing Standards Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>organization, and analysis of content. CC11-12W2</p> <p>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. CC11-12W2a</p> <p>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. CC11-12W2b</p> <p>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. CC11-12W2c</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e</p> <p>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). CC11-12W2f</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9</p> <p>Apply <i>grades 11-12 Reading standards</i> 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"). CC11-12W9a</p> <p>Apply <i>grades 11-12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]"). CC11-12W9b</p> <p>Speaking and Listening Standards</p> <p>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. CC11-12SL4</p> <p>Language Standards</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC11-12L5</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC11-12L5a</p> <p>Analyze nuances in the meaning of words with similar denotations. CC11-12L5b</p> <p>Reading Standards for Literacy in History/Social Studies 6-12</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC11-12RH/SS1</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC11-12RH/SS2</p>		
<p>Social Studies Big Ideas:</p> <p>In ancient times, migrating peoples settled the America's, where their descendant developed complex societies.</p>	<p>SS Essential Questions:</p> <p>What were the motives for exploration?</p> <p>What made the colonies different?</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>The varied landscapes of North America encouraged the diversity of Native American culture. The Dutch settled New Netherlands; English Quakers led by William Penn settled Pennsylvania.</p> <p>Conflict between Great Britain and the American colonies grew over issues of taxation, representation, and liberty.</p> <p>Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's problems.</p> <p>During the debate on the constitution, the Federalist promised to add a bill of rights in order to get the constitution ratified.</p> <p>President Washington transformed the ideas of the Constitution into a real government.</p> <p>The United States expanded its borders during Thomas Jefferson's administration.</p> <p>The North and South developed economic systems that led to political differences between the regions. Andrew Jackson's policies spoke for the common people but violated Native American rights.</p> <p>Slavery became an explosive issue, as many Americans joined reformers working to put an end to it.</p> <p>Women reformers expanded their efforts from movements such as abolition and temperance to include women's rights.</p> <p>ELA Big Ideas:</p>	<p>How did the convergence of peoples from North America, Africa, and Europe affect the culture? How did Native American culture clash with European?</p> <p>How did the colonies develop economically, socially, and politically?</p> <p>What were the causes and major events of the American revolution and who were the significant individuals involved in the conflict?</p> <p>Did new liberal ideology drive the American Revolution?</p> <p>What challenges did the new American republic face, and how did the U.S. Constitution reflect those challenges?</p> <p>What major domestic and foreign problems faced the leaders of the new Republic?</p> <p>Who were the leaders of the federalists, democrats, and republicans? And what did they believe in as people & political parties?</p> <p>How did regional differences contribute to the growing conflict over states' rights versus federal power?</p> <p>What were the causes and effects of the Second Great Awakening and the various reform movements that swept the nation in the first half of the 19th century?</p> <p>Was the election of President Jackson a true shift of power to the "Common" American and the</p>	<ul style="list-style-type: none"> • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessment:</u> Seminar and Essay: Select one passage from one of the poems and one from one of the informational texts that treat a similar theme. How are the themes revealed in the different genres? What different techniques/literary devices do the authors use to convey theme? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement.</p> <p>(Seminar and Essay: How could contemporary Americans' approaches to religion be traced to Puritan origins? Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement.</p> <p>Oral group presentation- "A Brief presentation of our Nation's early pursuit of American Ideals"</p> <p>Collaboration rubric</p> <p>Oral presentation rubric</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Good writers are good readers.</p> <p>Good writers use effective strategies to convey a variety of information.</p> <p>The “voice” through which each of the documents is spoken, written, or told begs the question and analysis of how one primary source reading can differ if the same event is told by another.</p> <p>Perspective through which events are told can elicit different interpretations.</p> <p>Good writers use grammar and rhetoric effectively.</p> <p><u>Integrated Big Ideas:</u> The voice through which an event is told has inherent affects upon the reader’s interpretation.</p>	<p>newly expanded “West”?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to discuss the development and growth of early societies in the Americas. • Students will be able to analyze the effects of European exploration on Europeans, Africans, and Native Americans. • Students will be able to describe how the Spanish conquered Native American peoples. • Students will be able to describe the Northern and Southern colonies and explain how they differed. • Students will analyze how the French and Indian War affected the colonies. • Students will be able to explain why the colonists fought for independence from Great Britain • Students will describe he problems faced by the Confederation. • Students will be able to contrast the Federalist and Antifederalist arguments over the Constitution. • Students will be able to explain why the United States needed to establish new government traditions. • Students will be able to describe the challenges at home and abroad that led the United States to declare war on Great Britain. • Students will be able to identify the economic differences among different regions of the United States. • Students will be able to describe the conflict over states’ rights. • Students will be able to identify how the campaigns for abolition and for equality for 	

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>women were linked.</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Identify emerging themes in early American literature. • Explain the First Great Awakening and how it affected religious belief in Colonial America. • Identify and explain elements of Puritan literature. • Compare and contrast the experiences of America's earliest settlers, as revealed through the reading material. • Explain the role of religion in early American life. • Write an essay in which you use at least three pieces of textual evidence to support an original thesis statement. 	
<p>Project Two: The Move to Realism</p> <p>SS Concepts: As students begin to understand the “radical” changes occurring on the political front during the time leading up to the Civil War, they will investigate primary source documents and analyze them for issues of morality and politics, and look for an integration between those principles.</p> <p>ELA Concepts: Students are asked to think of the Civil War through multiple lenses; the lens of the politicians and divided nation leaders, as well as that of a poets and slaves.</p> <p>Driving Question: How can opposing viewpoints cause turmoil for far more than those who are involved?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p>“I Hear America Singing” “Song of Myself” “Beat! Beat! Drums!” “Success is Counted Sweetest” “Much Madness is Divinest Sense” “I Heard a Fly Buzz” <i>The Gettysburg Address</i> <i>The Emancipation Proclamation</i></p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<i>Incidents in the life of a Slave Girl</i> <i>An Occurrence at Owl Creek Bridge</i> <i>The Americans</i> by Henry James		
<p><u>SS Standards:</u></p> <p>History Standard 1- Students will employ chronological concepts in analyzing historical phenomena [Chronology] 9-12a-Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>History Standard 2 - Students will gather, examine, and analyze historical data. 9-12a- Students will develop and implement effective research strategies for investigating a given historical topic. 9-12b- Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p>History Standard 3 - Students will interpret historical data [Interpretation]. 9-12a- Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>History Standard 4- Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history [Content]. 9-12a- Students will develop an understanding of modern United States history, its connections to both Delaware and world history, including: --Civil War and Reconstruction (1850-1877) --Development of an industrialized nation (1870-1900) --Emergence of modern America (1890-1930) --Great Depression and World War II (1929-1945) --Postwar United States (1945- early 1970s) --Contemporary United States (1968-present) 9-12b- Students will develop an understanding of recent and modern world history and its connection to United States history, including: --Intensified hemispheric interactions (1,000-1,500 AD) --Explorations, contact, and interactions across the world (1450-1770) --Revolutions, ideologies, and technological change (1750-1914) --The 20th Century world (1900-present)</p> <p><u>ELA Standards:</u></p> <p>Reading Standards for Literature 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. CC11-12RL1 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). CC11-12RL3</p>		

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<p>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.) CC11-12RL4</p> <p>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.) CC11-12RL7</p> <p>Reading Standards for Informational Text</p> <p>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. CC11-12RI2</p> <p>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. CC11-12RI3</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10). CC11-12RI4</p> <p>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. CC11-12RI5</p> <p>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. CC11-12RI6</p> <p>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. CC11-12RI7</p> <p>Writing Standards</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC11-12W3</p> <p>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. CC11-12W3a</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CC11-12W3b</p> <p>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). CC11-12W3c</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC11-12W3d</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC11-12W3e</p> <p>Speaking and Listening Standards</p> <p>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. CC11-12SL3</p> <p>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</p>		

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informal tasks. CC11-12SL4 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) CC11-12SL6		
<p><u>SS Big Ideas:</u> The issue of slavery dominated U.S. politics in the early 1850s.</p> <p>In the mid-1850s, the issue of slavery and other factors split political parties and led to the birth of new ones.</p> <p>By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war.</p> <p>The Civil War brought about dramatic social and economic changes in American Society.</p> <p>Congress opposed Lincoln's and Johnson's plans for Reconstruction and instead implemented its own plan to rebuild the South.</p> <p><u>ELA Big Ideas:</u> Just because you had a strong reaction to a text doesn't mean you understood the text.</p> <p>During the Civil War, Americans created a literary record that ranged from vivid accounts of wartime life to profound expressions of faith in American ideals.</p> <p><u>Integrated Big Ideas:</u> The literature produced by and about the civil rights struggle of African Americans challenges American ideals of liberty, prosperity, and independence.</p> <p>Different readers may respond to the same text in different ways. The better responses are those that</p>	<p><u>SS Essential Questions:</u> What were the main causes of the Civil War?</p> <p>What were the strategies, outcomes, and legacies of the Civil War?</p> <p>What were the political ramifications of Dred Scott?</p> <p>Why were there so many views of slavery?</p> <p>Was it necessary for the South to secede based on Lincoln's election?</p> <p>How did conflict over slavery and other regional tensions lead to the Civil War?</p> <p>How was the Emancipation Proclamation homage to the soldiers who were subject of The Gettysburg Address?</p> <p><u>ELA Essential Questions:</u> How did poets in the Civil War Era use poetic devices to give weight to their words and meaning to their poems?</p> <p>What makes a text great? What is the relationship between popularity and greatness in texts?</p> <p>How does the distance and reflection of time impact our perception of greatness?</p> <p>From whose viewpoint are we reading?</p>	<p>Form and Content in Poetry</p> <ul style="list-style-type: none"> • "I Hear America Singing" • "Song of Myself" • "Beat! Beat! Drums!" <ul style="list-style-type: none"> ○ How do the words in lines 40-43 of "Song of Myself" connect to the subjects of Whitman's singing in the poem "I Hear America Singing?" ○ Although Whitman was considered a great master of free verse, he incorporated devices into his poetry to achieve a natural rhythm and musical effects. Identify specific examples from each poem of cataloging, repetition and parallelism. How does the use of these devices contribute to the flow of each poem? • "Success is Counted Sweetest" • "Much Madness is Divinest Sense" • "I Heard a Fly Buzz – When I Died" <ul style="list-style-type: none"> ○ Analyze Dickinson's use of punctuation, the short stops, emphasis on seemingly insignificant words with a capital letter: why does she choose to interrupt the flow of her poems with such stark stops and starts and awkward emphases? ○ Students choose a subject to write a poem about in the style of Dickinson. <p>Literature of the Civil War</p> <ul style="list-style-type: none"> • <i>The Gettysburg Address</i> • <i>The Emancipation Proclamation</i> <ul style="list-style-type: none"> ○ Although the <i>Emancipation</i>

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<p>provide greater insight into the text and/or the issues raised.</p>	<p>How is the Civil War and its surrounding issues reflected in the writing of the time period?</p> <p>What made the poetry of Whitman and Dickinson revolutionary?</p> <p>What characteristics would you attribute to Abraham Lincoln?</p> <p>How was the Gettysburg Address more a symbol of freedom as opposed to an enforceable law?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to identify the effects of technological changes on the nation. • Students will be able to explain the concept of manifest destiny and its effect on Native Americans. • Students will be able to explain why people living in different regions of the country might have different attitudes and beliefs. • Students will be able to describe how Abraham Lincoln came to power and explain why his election in 1860 led to the secession of some southern states. • Students will be able to explain how the Civil War ended. • Students will be able to summarize the key effects of the Civil War on the society, economy, and politics of the United States • Students will be able to identify the special challenges that a country may face after a Civil War • Students will be able to explain why Reconstruction of the South collapsed <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Interpret the ideas of freedom and escape in 	<p><i>Proclamation</i> was more of a symbolic gesture as opposed to an enforceable law, it inspired Northerners opposed to slavery and African Americans alike, strengthening the Civil War efforts. How was the Emancipation Proclamation homage to the soldiers who were subject of The Gettysburg Address?</p> <ul style="list-style-type: none"> • Incidents in the <i>Life of a Slave Girl</i> • <i>An Occurrence at Owl Creek Bridge</i> <ul style="list-style-type: none"> ○ Interpret the idea of “freedom” and escape from each of the selections. From what would each be free? Both literally and figuratively, how would being set “free” save each of the characters in these selections? <p>Additional Assessment:</p> <ul style="list-style-type: none"> • Ongoing informal assessment through discussion and observation • Teacher made comprehension tests • Note taking and graphic organizers • Additional Text Analysis questions from the text.

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	<p>the short story <i>Of Occurrence At Owl Creek Bridge</i></p> <ul style="list-style-type: none"> • Identify form in various poems • Character sketch of Abraham Lincoln • Define “revolutionary” in terms of Whitman’s and Dickinson’s poetry • Identify common characteristics between Civil War poets 	
<p>Project Three: Changing Interpretations of Reconstruction</p> <p>SS Concept: Our nation is built upon the ideals that all men are created equal. Students will investigate the changing definition of “man” and analyze rationales for various popular thoughts as to who would be afforded the natural rights of men.</p> <p>ELA Concept: As students read various primary source documents that speak to the inherent power of both the U.S as a whole, and the pen of a single person, they will explore and qualify the work and works of those who helped to modernize our nation. Students will continue their exploration of our nations’ journey from a young, new nation (Project One) and exemplify the works of historical figures who, even in the face of abhorrence, helped to fuel the advances of our nation.</p> <p>Driving Question: How as 21st century learners, so we qualify the works of historical figures in creating and modernizing this great nation?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p>http://www.digitalhistory.uh.edu/exhibits/reconstruction/index.html</p> <p>scenes from Gone With the Wind-the screenplay</p> <p>http://www.youtube.com/watch?v=eL0aPDOSu80</p> <p>Excerpts from Walt Whitman’s “Prose Works”</p> <p>“Reconstruction” by Frederick Douglass</p> <p>John L. O’Sullivan on Manifest Destiny (1839/1845)</p> <p>Henry David Thoreau, “On the Duty of Civil Disobedience” (1849)</p> <p>Harriet Jacobs, <i>Incidents in the life of a Slave Girl</i> (1861)</p>		
<p>History Standards:</p> <p>History Standard 3 Students will interpret historical data [Interpretation].</p>		

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<p>9-12a: Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p><u>ELA Standards:</u></p> <p>Reading Standards for Literature</p> <p>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. CC11-12RL2</p> <p>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). CC11-12RL3</p> <p>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.) CC11-12RL4</p> <p>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. CC11-12RL5</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CC11-12RL6</p> <p>Reading Standards for Informational Text</p> <p>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. CC11-12RI6</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12W1</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CC11-12W1a</p> <p>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. CC11-12W1b</p> <p>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. CC11-12W1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W1d</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. CC11-12W1e</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1</p> <p>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. CC11-12SL1a</p> <p>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</p>		

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<p>emphasis, and tone used. CC11-12SL3</p> <p>Reading Standards for Literacy in History/Social Studies Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CC11-12RH/SS3</p>		
<p><u>SS Big Ideas:</u> Reconstruction played an integral part in American history.</p> <p>The Abolitionist movement, set in motion while Douglass was but a boy, also completely influenced him, motivated him to become literate, and eventually provided an avenue of escape.</p> <p><u>ELA Big Ideas:</u> A texts mode of development affects the effect on the reader.</p> <p>Rhetoric functions to provide background, examples, explanation, analysis or commentary.</p> <p><u>Integrated Big Ideas:</u> The perspective from which an event is relayed affects the overall content of the telling.</p> <p>Following ones’ conscience may lead to social reforms.</p> <p>Good literature can influence history.</p>	<p><u>SS Essential Questions:</u> In what ways are historical interpretations influenced by the time in which they are written and by whom they are written?</p> <p>What is civil disobedience?</p> <p><u>ELA Essential Questions:</u> How do authors develop two or more central ideas over the course of an informational text, having these central ideas interact and build on one another to provide a complex analysis of a topic or idea?</p> <p>What is self-reliance?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will examine historians' analyses of Reconstruction. • Students will identify key arguments in these analyses and place historians in a school of historical thought. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Determine multiple central ideas in an informational text • Identify the rhetorical functions or purposes within a text passage. • Recognize modes of development within a text passage. • Analyze Douglass’ essay “Reconstruction” offer analysis to his belief of the 	<p><u>Suggested Formative Assessments:</u> In mixed-ability pairs or groups of three, have students examine Reconstruction Document C, Document D, and Document E. Students complete the chart. Students decide which school of Reconstruction Historiography each document belongs and why</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <ul style="list-style-type: none"> • Transfer Task: Historical views of Columbus • Literary analysis of self-selected selections from Whitman’s “Prose Works” • Rubrics • Presentation of a selected historical figure who contributed literarily to our known history

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	<ul style="list-style-type: none"> Analyze the effectiveness of the structure in transcendentalist essay 	
<p>Project Four: Between a Rock and a Hard Place (Modified from DOE Unit)</p> <p>SS Concepts: McCarthyism in the 20th century and the Salem Witch Hunts and Trials of the 17th century can be closely paralleled in terms of social phenomena of hysteria and paranoia. Students investigate intolerance, prejudice, and the power of the mob.</p> <p>ELA Concepts: Within Miller's novel, <i>The Crucible</i>, students make parallels between the witch hunts of the 17th century and the paranoia surrounding Russians and Russian Americans in the 20th century. Students will analyze the use of parody and investigate social hysteria and the power of public persuasion as a tactic for propaganda and its uses.</p> <p>Driving Question: How will an analysis of the past allow us to educate people today on issues of paranoia?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p><i>The Crucible</i> by Arthur Miller</p> <p>http://www.youtube.com/watch?v=anNEJJYLU8M – newscast by Edward R. Murrow</p> <p>http://ushistory09c.blogspot.com/2009/04/alger-hiss-and-rosenbergs.html</p> <p>http://www.eisenhower.archives.gov/research/online_documents/mccarthyism.html</p>		
<p>SS Standards:</p> <p>History Standard One: Students will employ chronological concepts in analyzing historical phenomena [Chronology].</p> <p>9-12a: Students will analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.</p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12a: Students will develop and implement effective research strategies for investigating a given historical topic</p> <p>ELA Standards:</p> <p>Reading Standards for Literature</p> <p>CC 11-12 RL1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>CC 11-12 RL 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</p> <p>CC 11-12 RL3 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).</p> <p>CC 11-12 RL 4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of</p>		

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<p>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.)</p> <p>CC 11-12 RL 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.</p> <p>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.) CC11-12RL7</p> <p>CC 11-12 RL9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics</p> <p>CC 11-12 RL10 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</p> <p>Writing Standards</p> <p>CC 11-12 W3a 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</p> <p>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. CC11-12W6</p> <p>CC 11-12 W9a Apply <i>grades 11-12 Reading standards</i> 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").</p> <p>CC 11-12 W9b Apply <i>grades 11-12 Reading standards</i> 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., <i>The Federalist</i>, presidential addresses]").</p> <p>Speaking and Listening Standards</p> <p>CC11-12SL1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9-10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC11-12SL1a 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</p> <p>CC11-12SL1b 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</p> <p>CC11-12SL2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</p> <p>CC11-12SL3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>Language Standards</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC11-12L5</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC11-12L5a</p>		

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<p>Analyze nuances in the meaning of words with similar denotations. CC11-12L5b</p> <p>Reading Standards for Literacy in History/Social Studies Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in <i>Federalist</i> No. 10). CC11-12RH/SS4</p>		
<p><u>SS Big Ideas:</u> Chronology means understanding (<i>why</i> and <i>how</i>) that one event may or may not lead to subsequent events.</p> <p>History is often messy, yet a historian must logically organize events, recognize patterns and trends, explain cause and effect, make inferences, and draw conclusions from those sources which are available at the time.</p> <p>Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p> <p><u>ELA Big Ideas:</u> Perception and belief are often assumed to be true, yet truth stands apart from human fallibility.</p> <p>Historical and cultural context of an author's work influences the author's viewpoint and theme. In an individual's quest to take a stand or be a pioneer, he/she may be met with obstacles out of his/her control, and may not always reach the goals he or she sets for him/herself.</p> <p>Good readers make personal connects to the text.</p> <p>An effective summary can synthesize ideas from various sources.</p> <p>Writers often use other authors' ideas to stimulate</p>	<p><u>SS Essential Questions:</u> How much can we learn from studying historical responses to societal problems?</p> <p>Why does differentiating between fact and interpretation matter?</p> <p><u>ELA Essential Questions:</u> What is evil? What forms does it take?</p> <p>When do ambition and the need to protect one's own become destructive?</p> <p>What responsibility does an individual have in combating injustice?</p> <p>What is the difference between law and justice?</p> <p>What is more important, one's life or one's principles, and why?</p> <p>To what extent do we influence each other's behavior and thoughts?</p> <p>What is the cost/risk of tolerating (understanding) and accepting each other's differences?</p> <p>How am I like some or one of the characters in this text?</p> <p>How does the historical and cultural context of this text find its way into the author's message?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> <i>A Legacy</i> Imagine that you are either John Proctor or Rev. John Hale and that you want to leave behind a written document defending your choices and actions as related in <i>The Crucible</i>, by Arthur Miller. Your hope is to leave a legacy for generations to come justifying your actions in the play in the form of a letter, sermon, speech, essay, etc. Your final document should reflect your beliefs (as Proctor or Hale), which guided your actions. You have been invited to present as a panelist in a symposium. This symposium will explore</p>

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<p>their own thoughts and incorporate these ideas in their writings, avoiding plagiarism.</p> <p>Speakers orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes.</p> <p><u>Integrated Big Ideas:</u> History in many ways performs the same function as literature—it helps us to understand life.</p> <p>Time and place influences textual sources.</p> <p>Along with responsibility come risk and sacrifice.</p> <p>Law and justice are often equated, yet laws are determined by men, while justice is often beyond the scope of law. Law is man’s imperfect attempt to interpret and insure justice.</p> <p>Stepping out into any frontier brings potential risks and sacrifices.</p> <p>Truth is not determined by the number of people who believe it</p>	<p>What do I think about the characters’ choices and why?</p> <p>How do the issues and themes presented in the play compare and contrast with those presented in the films?</p> <p>How can I capture the main points of this text?</p> <p>How can I use other authors’ ideas to stimulate my own thinking and writing?</p> <p>How can I use other authors’ ideas in my own writing without plagiarizing?</p> <p>How can I plan and organize my speaking to best convince my audience?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will study the ways in which individuals and societies have changed and interacted over time. • Students will understand that, before choosing a position or acting, research needs to be accomplished in order to understand the effect of historical developments and trends on subsequent events. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Write a legacy letter, sermon, speech, etc, reflecting your beliefs • Conduct research into the Salem Witch Trials • Analyze comparisons between the Salem Witch Trials and Arthur Miller’s <i>The Crucible</i> • Identify ways in which <i>The Crucible</i> portrays humans reacting with “prejudice over reason and fear over courage” 	<p>situations from recent world history in which issues of “prejudice over reason and fear over courage” may have dictated people’s actions/reactions. As one of the panelists, you should select an event and research it, examining the parallels to the Salem Witch Hunt of 1692 that Miller uses as the basis of <i>The Crucible</i>. Consider what you have discovered about evil, ambition, law, and justice to suggest what we could learn that might prevent or minimize the likelihood of such a reoccurrence. Present the results of your research with an accompanying abstract to give to symposium participants.</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<ul style="list-style-type: none"> Equate this reaction to any mob psychology that has existed in current events 	
<p>Project Five: Migration Patterns</p> <p>This project focuses on the relationship between the majority white culture in the early U.S and minority groups (Quakers, Native Americans, African Americans, Puritans, etc.) Students will investigate whether or not they believe there are historic patterns to the relationship between the majority U.S. culture and minority cultures that exist within the U.S.</p> <p>SS Concepts: Students will analyze the migration patterns that have existed in the United States and identify trends in these cycles of migration. Students will support this acquisition of knowledge with a sampling of readings as listed in the resources below, to begin to conclude as to whether or not there are patterns that exist as “new peoples” begin to call the U.S “home.”</p> <p>ELA Concepts: As students read Amy Tan’s internal battle in “Mother Tongue” and learn of how the “other half lives” in Riis’ same titled photographic journey and novel, students will begin to develop opinions on how perspective, one’s own culture and the dictations of that culture lend themselves a creation of a society that may prove difficult for others to “fit in.”</p> <p>Driving Question: How can we as citizens of Seaford, identify the migration patterns of our city and highlight contributions made to our society at a public event?</p> <p>Timeline: 5 weeks</p> <p>Resources:</p> <p>Mother Tongue- Amy Tan</p> <p>How the Other Half Lives- by Jacob A. Riis</p> <p>Frederick Jackson Turner, “The Significance of the Frontier in American History” (1893)</p> <p>Booker T. Washington, the Atlanta Compromise Speech (1895)</p> <p>Roosevelt Corollary to the Monroe Doctrine (1904-1905)</p> <p><i>Migrant Mother</i> by Dorothea Lange</p>		
<p>History Standard 3 - Students will interpret historical data [Interpretation].</p> <p>3a- Students will compare competing historical narratives, by contrasting different historical choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>9-12a: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as</p> <ul style="list-style-type: none"> -- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale) -- Accessibility (how easily one place can be reached from another) -- Diffusion (how people or things move in certain directions at certain speeds) -- Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances) <p>Geography Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].</p> <p>Geography Standard Three 9-12a: Students will understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.</p> <p>ELA Standards: Writing Standards 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. CC11-12W2 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. CC11-12W2a 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. CC11-12W2b 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. CC11-12W2c Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e 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). CC11-12W2f 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.) CC11-12W4 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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) CC11-12W5 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. CC11-12W7 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. CC11-12W8 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</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>tasks, purposes, and audiences. CC11-12W10</p> <p>Reading Standards for Informational Text 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. CC11-12RI1 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. CC11-12RI2 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. CC11-12RI3</p> <p>Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1 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. CC11-12SL1a 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. CC11-12SL1c 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. CC11-12SL1d 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. CC11-12SL5</p> <p>Language Standards 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. CC11-12L3 Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. CC11-12L3a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. CC11-12L4 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. CC11-12L6</p> <p>Reading Standards for Literacy in History/Social Studies Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CC11-12RH/SS5 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS6 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>address a question or solve a problem. CC11-12RH/SS7</p>		
<p><u>SS Big Ideas:</u> Places are unique associations of natural environments and human cultural modifications. Concepts of site and situation can explain the uniqueness of places. As site or situation change, so also does the character of a place.</p> <p><u>ELA Big Ideas:</u> Great emotion can be shown through firsthand accounts of events and felt by the reader.</p> <p>A reader's life experiences can help to shape how themes in works of literature are understood.</p> <p><u>Integrated Big Ideas:</u> Photos capture the essence of a story beyond its words.</p> <p>When you stand for one, you can stand for many.</p>	<p><u>SS Essential Questions:</u> Why are some places in America more culturally diverse or similar than others?</p> <p>To what extent does the culture of a place change over time?</p> <p>How has the culture of places in America changed as a result of migration patterns?</p> <p>What is the structural relationship between persistent poverty and new immigrants?</p> <p>If different "races" and nationalities possess inherent moral and cultural characteristics, how can that be reconciled with the American creed of individualism?</p> <p>What are the proper roles of government, private philanthropy, and religion in reform efforts?</p> <p><u>ELA Essential Questions:</u> How does culture affect literature? How does literature affect culture?</p> <p>How important is spectacle and entertainment in rousing the public conscience?</p> <p>How does environment shape "character"?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will be able to explain the reasons for culturally diverse and similar regions in 19th century America. • Students will be able to explain the push-pull 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records • Surveys <p><u>Suggested Summative Assessments:</u> Problem- It is 1881, and Congress is debating the passage of the Chinese Exclusion Act. As a 60-year-old, general store owner who moved to California during the Gold Rush, you have seen the effects that large-scale immigration has had on your state. You wish to have your views on the issue heard.</p> <p>**Product- Write a letter to your Congressman that explains your views and the cultural changes your state has experienced as a result of increased immigration in recent years. Your letter should include the following:</p> <ul style="list-style-type: none"> • An overview of the push-pull factors for Chinese immigration during the 19th century.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>effect of immigration and subsequent settlement patterns in America.</p> <ul style="list-style-type: none"> Students will be able to analyze the effects culture change had on economic activity. Students will analyze photos and identify the relevance of the photo to the time period in which it was taken. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Students will analyze photos and produce captions relative to the time periods in which they were taken. Write letter to congressman Conduct a research of how culture in your city has changed over the past 50 years. Conduct surveys on local residents to glean data for research Research paper on citywide changes due to cultural infusions/immigration Identify examples of assimilation and acculturation in your city 	<ul style="list-style-type: none"> An evaluation of the economic impact of Chinese immigration in California. An evaluation of the cultural impact of Chinese immigration in California. An explanation of why you do or do not support the Chinese Exclusion Act. <p>Research paper on the cultural changes that have occurred in your city in the past 50 year. Written Expression rubric</p>

Project Six: Analyzing Historical data

SS Concepts: Using an analysis of primary sources, historical data, and historical events, students will learn that history is the interpretation of the past and that historians use facts to support their interpretations. In this unit, students will evaluate the strengths and weaknesses of various historical documents. Students will use these documents in the construction of their own interpretation of the past.

ELA Concepts: In addition to studying documents on the US' invasion of Cuba, students will undergo primary and secondary source reading activities using additional US historically based documents and identify how documents can have multi-faceted interpretations, depending on one's background knowledge and prior experiences. The students will also read, *The Things They Carried*, by Tim O'Brien. Through a series of linked semi-autobiographical stories, "O'Brien" illuminates the characters of the men with whom he served and draws meaning about the war from meditations on their relationships. Upon analysis of this novel/collection of short stories, students will be asked to discern what they find "truth" and what they find to be a refinement of the facts for the good of the story. This goes along well with Strategy 3 of the DE SS Coalition Unit on Analyzing Historical Data, as students are asked why differentiating between fact and interpretation matters. They will explore the importance of that skill as they study American Foreign Policy in the late 19th century.

Driving Question: How can we as data diggers, analyze U.S historical documents and crosswalk them in order to paint an accurate picture of US foreign policy of the late 19th century and compare it to current US foreign policy practices?

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Timeline: 5 weeks</p> <p>Resources:</p> <p>http://historicalthinkingmatters.org</p> <p>John F. Kennedy's Inaugural Address (1961)</p> <p>The Port Huron Statement (1962)</p> <p>Martin Luther King, Jr., "Letter from a Birmingham Jail" (1963)</p> <p>Lyndon Johnson, "The Great Society" (1966)</p> <p>http://www.pbs.org/wnet/jimcrow/jimcrowguide.pdf</p> <p>http://www.tracesofthetrade.org/guides-and-materials/historical/reconstruction-jim-crow-and-the-civil-rights-era/</p> <p><i>The Things They Carried</i>-by Tim O'Brian</p> <p>"The Serious Writer's Goal" by Guy de Maupassant</p>		
<p>History Standard 2 - Students will gather, examine, and analyze historical data.</p> <p>2b- Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p><u>ELA Standards:</u></p> <p>Reading Standards for Literature</p> <p>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. CC11-12RL5</p> <p>Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CC11-12RL6</p> <p>Reading for Informational Text</p> <p>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. CC11-12RI1</p> <p>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. CC11-12RI3</p> <p>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. CC11-12RI5</p> <p>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. CC11-12RI6</p> <p>Speaking and Listening Standards</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) CC11-12SL6</p> <p>Language Standards Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC11-12L1 Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. CC11-12L1a Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i>, <i>Garner's Modern American Usage</i>) as needed. CC11-12L1b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC11-12L2 Observe hyphenation conventions. CC11-12L2a Spell correctly. CC11-12L2b Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. CC11-12L4 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. CC11-12L4a Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). CC11-12L4b 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. CC11-12L4c 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). CC11-12L4d Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC11-12L5 Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC11-12L5a Analyze nuances in the meaning of words with similar denotations. CC11-12L5b</p> <p>Reading Standards for Literacy/Social Studies Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CC11-12RH/SS9</p>	<p>SS Essential Questions: Why does differentiating between fact and interpretation matter?</p> <p>Why is it necessary to consult multiple sources when studying the past?</p> <p>ELA Essential Questions: Why do people tell stories?</p>	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions
<p>SS Big Ideas: Historians derive their interpretations of the past from multiple, sometimes conflicting, sources.</p> <p>Historians must prove where the information can be found that is the basis for historical conclusions.</p> <p>ELA Big Ideas: In fiction, truth is not a matter of fact but instead how one perceives and experiences truth.</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>There are multiple alternative truths to every historical event.</p> <p>Story telling/re-telling is a societal and cultural need in order to make sense of our existence and experience in the world.</p> <p><u>Integrated Big Ideas:</u> The goal of writing is to capture a time, a place, an event, so that it can forever live on.</p>	<p>How does perspective guide our understanding truth?</p> <p>How does truth play a role in fiction? And does truth matter in fiction?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to analyze primary and secondary documents in order to differentiate between fact and opinion. Students will be able to recognize the value and limitations of historical documents. Students will be able to analyze historical data in order to construct their own interpretation of the past. <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze several historical records of a single event, examining critical relationships between elements of the research topic Analyze how perspective impacts our understanding of truth. Write daily in their writing response journal Write a new chapter in <i>The Things They Carried</i> Retell a story told to them based on conducted interviews Compare O’Brian’s chapter on “Good Form” with Guy De Maupassant’s “The Serious Writer’s Goal” 	<ul style="list-style-type: none"> Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> Performance Task Rubric</p> <ul style="list-style-type: none"> Why did the United States invade Cuba? Students will use Appendix 3a and Appendix 3d for the Performance Task. <p>Transfer Task</p> <ul style="list-style-type: none"> Students are asked to evaluate a conflict in South Ossetia. <p>Write another chapter for <i>The Things They Carried</i> Written comparison of O’Brian’s chapter on “Good Form” with Guy De Maupassant’s “The Serious Writer’s Goal”</p>
<p>Project Seven: On the Road Again</p> <p>Students will create a virtual museum that presents the social, economic and political history of the United States during the Great Depression in the context of Steinbeck's Joad Family's emigration across the United States.</p> <p>SS Concepts: The Great Depression led to direct government involvement with attempts to stabilize the economy of the nation through the New Deal reforms,</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>and caused some to question capitalism</p> <p>ELA Concepts: Through the story of the Joads, Steinbeck reveals the horror of the migrant workers' existence and the effects of poverty on them. Through the underlying themes of humanity, love, anger and his use of allusions, symbolism, and metaphors in this historical fiction, the reader is asked to question his/her own sense of morality in a time where an entire country suffered.</p> <p>Driving Question: What are the lessons learned from the Great Depression?</p> <p>Timeline: 5 weeks</p> <p>Resources:</p> <p>Grapes of Wrath-John Steinbeck</p> <p>http://www.googlelitrtrips.com/GoogleLit/9-12/Entries/2006/11/1_The_Grapes_of_Wrath_by_John_Steinbeck.html</p> <p>http://memory.loc.gov/learn/lessons/98/dime/photo.html</p> <p>http://newdeal.feri.org/texts/browse.cfm?MainCatID=304</p> <p>Herbert Hoover's Inaugural Address (1929)</p> <p>Franklin D. Roosevelt's First Inaugural Address (1933)</p> <p>The Bean Eaters- by Gwendolyn Brooks</p> <p>http://www.nobelprize.org/nobel_prizes/literature/laureates/1962/steinbeck-speech_en.html</p>		
<p><u>SS Standards:</u></p> <p>History Standard Two: Students will gather, examine, and analyze historical data [Analysis].</p> <p>9-12b: Students will examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations</p> <p>Civics Standard Two: Students will understand the principles and ideals underlying the American political system [Politics].</p> <p>9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics</p> <p>9-12b: Students will understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.</p> <p>Economics Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy [Microeconomics]</p> <p>9-12a: Students will demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.</p> <p>Economics Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy [Macroeconomics].</p> <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>cycles, and monetary and fiscal policies.</p> <p>Geography Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].</p> <p>9-12a: Students will identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as</p> <ul style="list-style-type: none"> -- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale) -- Accessibility (how easily one place can be reached from another) -- Diffusion (how people or things move in certain directions at certain speeds) -- Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances) <p>9-12a: Students will develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies</p> <p><u>ELA Standards:</u></p> <p>Reading Standards for Literature</p> <p>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. CC11-12RL1</p> <p>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. CC11-12RL2</p> <p>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). CC11-12RL3.</p> <p>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.) CC11-12RL4</p> <p>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. CC11-12RL5</p> <p>Reading Standards for Informational Text</p> <p>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. CC11-12RI3</p> <p>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. CC11-12RI7</p> <p>Writing Standards</p> <p>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. CC11-12W2</p> <p>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. CC11-12W2a</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>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. CC11-12W2b</p> <p>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. CC11-12W2c</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e</p> <p>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). CC11-12W2f</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 54.) CC11-12W5</p> <p>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. CC11-12W7</p> <p>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. CC11-12W8</p> <p>Speaking and Listening</p> <p>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. CC11-12SL2</p> <p>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. CC11-12SL4</p> <p>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. CC11-12SL5</p> <p>Language Standards</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. CC11-12L4</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC11-12L4a</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). CC11-12L4b</p> <p>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. CC11-12L4c</p> <p>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). CC11-12L4d</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Reading Standards for Literacy in History/Social Studies Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS6 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CC11-12RH/SS9		
<u>SS Big Ideas</u> A desire for normality after the war and a fear of communism and “foreigners” led to the postwar isolationism. The Harding administration appealed to America’s desire for calm and peace after the war, but resulted in scandal. Consumer goods fueled the business boom of the 1920s as America’s standard of living soared. Americans experienced cultural conflicts as customs and values changed in the 1920s. American women pursued new lifestyles and assumed new jobs and different roles in society during the 1920s. African-American ideas, politics, art, literature, and music flourished in Harlem and elsewhere in the United States. As the prosperity of the 1920s ended, severe economic problems gripped the nation. During the Great Depression Americans did what they had to do to survive. President Hoover’s conservative response to the Great Depression drew criticism from many Americans. After becoming president, Franklin Delano Roosevelt used government programs to combat the Depression.	<u>SS Essential Questions:</u> What political and social change took place after World War I and through the 1920s? How did newfound prosperity change American life in the 1920s? What were the causes and consequences of the Great Depression? What was the ideology of the new deal and the opposition it received? How did the government’s reaction to the Great Depression affect the United States? How did the Great Depression occur? To what extent does the modern U.S. resemble the United States of the 1930s? How is the Great Depression unique in United States’ history? <u>ELA Essential Questions:</u> <ul style="list-style-type: none"> • To what extent does <i>work</i> play a role in the concept of human dignity? • How can human dignity be defined? • What is the role of dignity in the American Dream? • Why is dignity as essential to human survival as food and water? • Why was <u>The Grapes of Wrath</u> a controversial novel? • How does Steinbeck use symbols, metaphors 	<u>Suggested Formative Assessments:</u> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <u>Suggested Summative Assessments:</u> Literary analysis Historical analysis Written communication rubric Students follow the westward journey of the Joads using the link provided in resources and create a virtual museum of a self-selected stop that pulls in historically accurate data pertaining to the location as well as evidence cited from the novel for relevance of the location to the overall novel. Rubrics Essay: Select a documentary photograph from the Library of Congress’s website of Farm Security

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>New Deal policies and actions affected various social and ethnic groups.</p> <p>Motion pictures, radio, art, and literature blossomed during the New Deal.</p> <p><u>ELA Big Ideas</u> Literature helps us to understand the human condition and to apply these situations and issues to our own lives in order to deepen our understanding of the complexities of ethical decisions and changing societal mores.</p> <p>Understanding the time, setting, and context of a literary work is essential to understanding the philosophy and themes explored and to broadening our own viewpoints and world view.</p> <p><u>Integrated Big Ideas</u> Intolerance is breeding ground for prejudices.</p> <p>Justice is not always a consequence or result of a criminal act (does not always occur in a courtroom)</p> <p>Emotions can alter one's view of justice and definition of justice</p>	<p>and allusions to create images for the reader?</p> <ul style="list-style-type: none"> • How is the writing of Steinbeck distinctive? • How is <u>The Grapes of Wrath</u> both universal and specific? • What are some steps that can be taken to mitigate an economic downturn, according to Steinbeck? <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> • Analyze the different reasons for The Great Depression • Identify the changes that The New Deal made to the roles and responsibilities of the federal government • Identify social impacts of newly formed New Deal government programs and their effectiveness • Describe the social and economic impact of The Dust Bowl on California • Identify the Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam • Students will study the relationships of people, places, and environments from the perspective of where they occur, why they are there, and what meaning those locations have for us. • Students will research historical events, using primary and secondary sources <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings. 	<p>Administration-Office of War Information Collection (FSA-OWI) or an excerpt from the primary or secondary source accounts of “The Scottsboro Boys” trial and explain in an essay how the image or the source account helps illuminate your understanding of life during the depression in the American south. State thesis clearly and include at least three pieces of evidence to support the thesis.</p> <p>ADVICE TO A CHARACTER: Write a dialogue between one of the novel’s characters and another character from a novel you have read. The other character must give advice to <i>The Grapes of Wrath</i> character about a problem that character has. Think about what kind of person the other character is and what kind of advice they would offer. It is NOT YOU offering advice to the GOW character, it is the second character. It must:</p> <ul style="list-style-type: none"> • Be 2 pages or more, double-spaced with 12-point font and 1-inch margins. • Include the name and book of the second character • Sound like advice the character would really offer (ex. Romeo must SOUND LIKE Romeo)

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<ul style="list-style-type: none"> • Demonstrate a comprehensive understanding of the significant ideas in works or passages • Identify the elements of perspective and literary devices/elements from Steinbeck's novel, and evaluate them in terms of their effectiveness. • Discuss the use of perspective and literary devices/elements from Steinbeck's novel, as well as other current novels, with students from around the country • Learn about the history of the novel as a literary form. • Recognize the importance of historical context to the appreciation of setting and character. • Identify and analyze major and minor characters. • Analyze and explain characterization techniques. • Recognize the importance of point of view in <i>The Grapes of Wrath</i> and why it wouldn't be the same story told from someone else's point of view. • Analysis of Steinbeck's Nobel Prize Acceptance speech 	
<p>Project Eight: Historical Research</p> <p>SS Concepts: Students continue to master a deeper understanding of the use of documents and artifacts and how historians use them to conduct research and to draw conclusions. The individual questions a researcher asks become part of an overall strategy of research—the problem of where and how to find the answers. Teachers should ask students to develop research strategies, given a particular historical problem, and examine the difficulties inherent in some research. Sources have to exist to be researched; dialogue between two historical figures cannot be replayed without someone present recording what was said.</p> <p>ELA Concepts: As students investigate the validity of sources and identify authentic resources from which to glean information for their own research, they will consider the use of perspective, tone and voice in interpreting information as historically accurate and relevant. Students will compare the narrator in <i>Bread Givers</i> to historical and primary source accounts of the history of the U.S.</p> <p>Timeline: 6 weeks</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Resources:</p> <p>A People’s History of the United States by Howard Zin</p> <p>Anzia Yezierska, <i>Bread Givers</i> (1925)</p> <p>http://zinnedproject.org/posts/category/explore_by_theme/imperialism</p>		
<p>History Standard 2 - Students will gather, examine, and analyze historical data.</p> <p>2a- Students will develop and implement effective research strategies for investigating a given historical topic.</p> <p>2b- Students will examine and analyze primary and secondary sources in order to differentiate between historical fact and interpretations.</p> <p>ELA Standards:</p> <p>Reading Standards for Literature</p> <p>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. CC11-12RL1</p> <p>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. CC11-12RL2</p> <p>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. CC11-12RL5</p> <p>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. CC11RL10</p> <p>Reading Standards for Informational Text</p> <p>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. CC11-12RI5</p> <p>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. CC11-12RI6</p> <p>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. CC11RI10</p> <p>Writing Standards</p> <p>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. CC11-12W2</p> <p>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. CC11-12W2a</p> <p>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.</p> <p>CC11-12W2b</p> <p>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</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>concepts. CC11-12W2c Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e 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). CC11-12W2f 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. CC11-12W7 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. CC11-12W8</p> <p>Speaking and Listening Standards 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. CC11-12SL2 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. CC11-12SL4</p> <p>Language Standards 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. CC11-12L3 Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. CC11-12L3a</p> <p>Reading Standards for Literacy in History/Social Studies Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC11-12RH/SS1 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS6 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CC11-12RH/SS8</p>		
<p><u>SS Big Ideas:</u> Historians insert interpretations when there is a lack of resources.</p> <p>Every citizen must critically examine points of view for how the author uses his or her sources.</p>	<p><u>SS Essential Questions:</u> What is the evidence for this argument?</p> <p>Is that all the evidence, or just what the author wanted me to read?</p> <p>Does differentiating between fact and</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quickwrites • Quizzes

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Historians insert interpretations when there is a lack of resources.</p> <p>Critical investigation demands constant reassessment of one's research strategies.</p> <p><u>ELA Big Ideas:</u> Critical investigation demands constant reassessment of one's research strategies. Every citizen must critically examine points of view for how the author uses his or her sources.</p> <p><u>Integrated Big Ideas</u> Tensions can exist between different generations within a family.</p> <p>Family and culture versus personal identity is a theme found in historically accurate literature.</p> <p>Obligations to family, culture and/or religion are at times at odds with the quest for freedom and personal identity.</p>	<p>interpretation matter?</p> <p>What causes an individual to impact history?</p> <p>Where and how should I research my topic?</p> <p><u>ELA Essential Questions:</u> How can the analysis of a historically accurate text assist you in acquiring a more concrete understanding of a period in history?</p> <p>How does tracing the journey of a main character help to solidify a novel's main theme(s)? How does one identify authentic sources?</p> <p><u>SS Learning Targets:</u></p> <ul style="list-style-type: none"> Analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media Understand, manage, and create effective oral, written, or multimedia communication Locate appropriate resources Analyze the use of sources that form opinions <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Students will be able to analyze, access, manage, integrate, evaluate, and create information in a variety of forms and media Students will understand, manage, and create effective oral, written, or multimedia communication Students will be able to locate appropriate resources Students will be able to analyze the use of sources that form ones opinion Write a process paper Create an accurate annotated bibliography 	<ul style="list-style-type: none"> Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u> ***Problem-Now that you have selected and narrowed your thesis and created a research plan, you are ready to find credible, reliable sources to use for your research. You need to prove where you found these sources and why you chose them for your research, keeping in mind the author's intent for the sources.</p> <p>**Product- Submit a process paper and annotated bibliography for your National History Day project.</p> <ul style="list-style-type: none"> An annotated bibliography is required for all categories. It should contain all sources that provided usable information or new perspectives in preparing your entry.

Curriculum Framework for World Voices (ELA)¹

School: Delaware STEM Academy

Curricular Tool: New Tech Network Echo
Project Library and The Literacy Design
Collaborative

Grade: 12

Teacher: _____

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Project One: America First</p> <p>America First is a unit that focuses on the September 11 terrorist attacks. Students are required to draft policy recommendations, defend them against charges or unnecessary Orwellian tactics, and devise a political action plan for implementation.</p> <p>ELA Concepts: To help students understand the themes of dehumanization, isolation, repression, loneliness, social class disparity, and abuse of power, <i>1984</i> will be taught as part of a thematic unit, with a connection to Social Studies, posing the query of when and how a government helps to protect its' citizens civil liberties. Teaching <i>1984</i> in concert with this SS thematic connection, students will be able to relate the happenings of <i>1984</i> to their own lives and their own futures. In addition to theme and plot, the literary techniques of irony and paradox used in this work are difficult and will be introduced to the students through interactive lessons and literary comparisons.</p> <p>Social Studies Connections: Should civil liberties be violated in order to protect National freedoms? How does political corruption affect the economic stability of a region? Of the global economy? Should civil liberties be violated in order to protect National freedoms?</p> <p>Driving Question: How do we turn ideas into political action? What is the trade-off between securing public safety and maintaining civil liberties?</p> <p>Timeline: 4 weeks</p> <p>Resources: <i>1984</i> by George Orwell http://www.senate.gov/learning/brief_9.html http://www.senate.gov/committees/comm_about.html http://www.senate.gov/learning/learn_process_filibuster.html http://www.constitutioncenter.org/sections/history/1d1.asp</p>		

¹ Although the 12th grade ELA curriculum is not written as an integrated course, the units are written with a strong connection to social studies so that an integrated ELA/Social Studies integration could be developed if there was student interest.

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
http://www.us.penguingroup.com/static/pdf/teachersguides/1984.pdf Politics and the English Language- George Orwell Reflections on Gandhi-George Orwell http://www.bartleby.com/130/ http://www.history.org/almanack/life/politics/giveme.cfm		
<p><u>ELA Standards:</u></p> <p>Reading Standards for Literature 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. CC11-12RL1 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. CC11-12RL2 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). CC11-12RL3 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CC11-12RL6 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. CC11-12RL9</p> <p>Reading Standards for Informational Text 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. CC11-12RI2 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. CC11-12RI6 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). CC11-12RI8</p> <p>Standards for Writing 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. CC11-12W2 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. CC11-12W2a 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.</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>CC11-12W2b 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. CC11-12W2c Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e 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). CC11-12W2f 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.) CC11-12W4</p> <p>Speaking and Listening Standards Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) CC11-12SL6</p> <p>Language Standards Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC11-12L2 Observe hyphenation conventions. CC11-12L2a Spell correctly. CC11-12L2b 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. CC11-12L3 Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. CC11-12L3a</p> <p>Reading Standards for Literacy in History Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC11-12RH/SS2 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. CC11-12RH/SS6</p>		
<p><u>ELA Big Ideas:</u></p> <p>The setting of <i>1984</i> is a <i>dystopia</i>: an imagined world that is far worse than our own, as opposed to a <i>utopia</i>, which is an ideal place or state.</p> <p>The art of rhetoric leads to producing texts designed to be meaningful, purposeful, or effective for an audience.</p>	<p><u>ELA Essential Questions:</u></p> <p>What are the definitions of utopia and dystopia and how does the writer use the conceit to show the ills in society, particularly how the government controls people (through the use of fear, pornography, substances, and propaganda)?</p> <p>How does the government (Big Brother) use propaganda through the media and education to control the minds of</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quick writes • Quizzes

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>The study of rhetoric involves analyzing how writers produce such meaningful, purposeful, and effective texts for an audience.</p> <p>Authors combine facts and opinions to communicate perspectives and information.</p> <p>Writers arrange their text through structure and organization with the reader in mind to produce a given effect.</p> <p><u>Integrated Big Ideas with Social Studies:</u></p> <p>“Advancements” do not always serve the general population.</p> <p>Writers often use their work to protest wrongs they see in their government and society.</p> <p>Language is important to freedom.</p>	<p>citizens?</p> <p>What are some advancements of Big Brother that are really not clearly advancements in the best interest of the people?</p> <p>How are the prophesies described by Orwell seen in our contemporary world?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Write a policy paper • Write action letter to NY Times • Define characteristics of powerful people. Write an essay explaining your opinion, then create a collage depicting scenes of power in action and/or powerful people • Students will present analyses of sections of the novel with discussion questions, in which they lead group discussions on particular aspects of the book. • Students will examine evidence of doublespeak and Big Brother in the contemporary world. • Create a constitution or bill of rights for the Brotherhood. Include rules, constraints, and rights. Use the <i>U.S. Constitution</i> as a guide for form. • Debate: Laws protect freedom. • On page 169 in <i>1984</i>, Winston reads from Goldsmith’s book that “The invention of print, however, made it easier to manipulate public opinion.” Explore the history of using print to influence opinion. 	<ul style="list-style-type: none"> • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>A Collection of Essays – George Orwell Several of the essays included deal with politics and the move for political actions. In a written essay discuss Orwell’s possible motivations and the success of his allusions to power of the people in political change in the essays.</p> <p>On Liberty and other essays – John Stewart Mill Patrick Henry stated, “Give me liberty, or give me death!” Compare Stewart Mill and Henry. Include descriptions of their backgrounds, as well as their writings and speeches. Do you think the implications of the men on liberty were equal? Describe.</p> <p>Groups will prepare a project in which they examine aspects of Orwell’s world that already exist by taking three specific passages from the novel and finding parallels in the world around them: doublespeak in ads, government controls on freedom of speech during wartime, use of alcohol and pornography to deflect attention from more pressing issues, the use of the media to protect the government as in Iran or during</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
		<p>Vietnam, certain jobs for an upper class and poverty for the masses, etc.</p> <p>Create a Constitution or bill of rights for the Brotherhood.</p> <p>Summative assessments will be scored with the 11-12th grade DDOE Informational or Expository Text-Based Writing Rubric.</p>
<p>Project Two: Nature of Man</p> <p>ELA Concepts: Students will look at several influential philosophers and their interpretations of the nature of man. They will examine the nature of man as presented in William Shakespeare's famous tragedy, <i>Macbeth</i>, and use this to help clarify their views on mankind's true nature. Students will then look at how the Founding Fathers' views of mankind influenced the American democracy that exists today. They will extend their thinking to include how democracy is being spread around the world as social systems shift and people realize their rights as human beings, in addition to how increased power and ambition can lend itself to corruption and dictation of some men's nature.</p> <p>Driving Question: What is the true nature of man and how has it influenced politics and social structures?</p> <p>Social Studies Connections: How do changing social structures create both positive change and turmoil? How does the "nature of man" affect politics and social structures? How much can we learn from studying historical responses to societal problems?</p> <p>Timeline: 7 weeks</p> <p>Resources: <i>MacBeth</i> by Shakespeare <i>Cry, the Beloved Country</i> by Alan Paton <i>Blind Ambition: The White House Years</i> by John Dean http://press-pubs.uchicago.edu/founders/tocs/toc.html http://www.top-biography.com http://www.epistemelinks.com/Main/MainPers.asp http://www.geocities.com/Athens/Marble/5888/views.html http://www.philosophypages.com</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
http://www2.lucidcafe.com/lucidcafe/library/96jun/rousseau.html http://www.jim.com/hobbes.htm http://www.ashbrook.org/library/#founding http://www.johnlocke.org/whowasjl.html		
<p><u>ELA Standards:</u></p> <p>Reading Standards for Literature 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. CC11-12RL1 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. CC11-12RL2 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). CC11-12RL3 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.) CC11-12RL4 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. CC11-12RL5 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). CC11-12RL6 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.) CC11-12RL7</p> <p>Reading Standards for Informational Text 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. CC11-12RI2 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. CC11-12RI3 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. CC11-12RI5</p> <p>Standards for Writing 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. CC11-12W2 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</p>		

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<p>formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CC11-12W2a</p> <p>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. CC11-12W2b</p> <p>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. CC11-12W2c</p> <p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e</p> <p>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). CC11-12W2f</p> <p>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.) CC11-12W4</p> <p>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. CC11-12W8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9</p> <p>Apply <i>grades 11-12 Reading standards</i> 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"). CC11-12W9a</p> <p>Speaking and Listening Standards</p> <p>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. CC11-12SL2</p> <p>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. CC11-12SL3</p> <p>Language Standards</p> <p>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. CC11-12L3</p> <p>Vary syntax for effect, consulting references (e.g., Tufte's <i>Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. CC11-12L3a</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC11-12L5</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC11-12L5a</p> <p>Analyze nuances in the meaning of words with similar denotations. CC11-12L5b</p> <p>Standards for Literacy in History/Social Studies</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. CC11-12RH/SS1</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key</p>		

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details and ideas. CC11-12RH/SS2 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CC11-12RH/SS3		
<p><u>ELA Big Ideas:</u> Shakespeare has the ability to provide a window into the human soul.</p> <p>Romanticism and realism exist on a continuum that presents various perspectives on reality.</p> <p>Authors use different techniques/strategies to convince readers. Readers must apply criteria to evaluate credibility of information.</p> <p>Great literature provides rich and timeless insights into the key themes, dilemmas, and challenges we face. They present complex stories in which the inner and outer lives of human beings are revealed. Audience and purpose influence the use of literary techniques.</p> <p><u>Integrated Big Ideas with Social Studies:</u> Appearances can be deceiving.</p> <p>Wanting something too much can make us do things against our nature.</p> <p>Blind ambition corrupts people.</p> <p>Literary themes transcend time and place.</p> <p>Readers and authors are influenced by individual, social, cultural and historical contexts Two philosophical positions hold that man is inherently good or that man is by nature evil.</p> <p>Two philosophical positions hold that man is</p>	<p><u>ELA Essential Questions:</u> What does it mean to be human?</p> <p>What are the causes of Macbeth's mental deterioration throughout the play?</p> <p>What is humanity?</p> <p>What is integrity?</p> <p>How do the words in the speech Macbeth gives upon hearing that his wife is dead in Act V, Scene V. capture one of the major themes in the drama?</p> <p>How do minor characters in Macbeth contribute to the play's action and themes?</p> <p>What is loyalty?</p> <p>What is ambition?</p> <p>What is power?</p> <p>How does power corrupt?</p> <p>How do we deal with conflicting elements within our personalities?</p> <p>What could destroy or build a person's self-worth?</p> <p>How does one define a person's self-worth?</p> <p>Is one's self-worth constant or ever changing?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quick writes • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records • Journal Writing—Keep a journal or log.* Students can gain significant benefit from keeping a journal or reading log. The journal/log can serve several functions: (a) a chronological sequence of events of the play, (b) a diary of one of the major characters [recording in diary form what the character is doing and feeling] (c) a character development journal [noting traits, changes, interaction with other characters, interaction with the themes of the play, the character's use of language], (d) writing about one or more of the

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>controlled by fate or that man has free will.</p>	<p>How far is one willing to “go” to get what they desire most?</p> <p>Does nature or nurture determine a person’s destiny?</p> <p>How does technology support, influence, shape who you are?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Students will read <i>Macbeth</i>, by Shakespeare, and write and edit an expository essay. • Students will read, analyze and respond in journals to various pieces of writing, including primary sources. • Students will deliver and defend an oral presentation • Students will maintain a digital research journal. • Define drama specific terms • Consciously use and evaluate a wide variety of strategies before, during, and after • reading, viewing, and listening to increase their comprehension and recall • Use efficient note-making and note-taking strategies • Explain the effects of a variety of literary devices and techniques • Diary Entry: after the reading of act three, student will be asked to write 3 diary entries as Macbeth, one after scenes 1, 2, and 4. • Demonstrate an understanding of the main ideas, events, or themes of the play Macbeth • Develop coherent and plausible interpretations of material • Support their opinions or respond to questions and tasks • Analyze communications to identify weak argumentation 	<p>themes of the play [how they are interpreted by Shakespeare, how they relate to the modern world]</p> <p><u>Suggested Summative Assessments:</u></p> <p>Literary Analysis²—You will be noting every reference to your team’s given motif—that’s the “What.” Once you’ve gathered all your specific details, you and your team will then interpret and organize the collective data and draw conclusions that will reveal the “Big So What.” Your ultimate goal is to write a scholarly essay, analyzing the overall thematic significance of your given topic’s recurring references throughout the play.</p> <p>Topics/Motifs: Identify all images of or references to (whether stated directly or implied) anything related to your topic.</p> <ul style="list-style-type: none"> • “Un” words (any words that begin with the prefix “un”) • Birds and other animals • Blood & water • Sleep • Children/babies • Light & dark /night & day • Weather • Appearances vs. reality (“Fair is foul and foul is fair . . .”) • Time • Clothing <p>Summative assessment will be scored with the 11-12th grade DDOE Informational or</p>

² Task is from http://sandersonhs.org/jbennett/resources/Macbeth_Projects.pdf

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	<ul style="list-style-type: none"> • Compare and analyze different presentations of the same ideas and issues • Adjust their form, style, tone, and language to suit specific audiences and purposes • Clarify and focus their topics to suit their purposes and audiences • Locate, access, and select appropriate information from resources • Apply various strategies to generate and shape ideas • Assess their own and others' work for sentence clarity, precision of language use, and variety and artistry of expression • Demonstrate a willingness to accept and provide constructive criticism and feedback • Create a variety of academic, technical, and personal communications • Demonstrate confidence in their abilities to communicate effectively 	Expository Text-Based Writing Rubric.
<p>Project Three: Isolationism</p> <p>ELA Concept: Students will read the text <i>The Last Town on Earth</i> which fictionalizes real problems during a real crisis in American life. The plight of the flu victims, the hardships of working families, and the harshness of war on both the fighters and those left behind are all historical issues that come into play in the novel. Students will research the history of pandemics and identify the importance of studying patterns in events. These historically accurate events allow for not only the analysis of the fictional motivations of the characters but also the historical motivations behind the people and events.</p> <p>Driving Question: How can an intangible evil affect an entire society?</p> <p>Social Studies Connections: How much can we learn from studying historical responses to societal problems?</p> <p>Timeline: 5 weeks</p> <p>Resources: <i>The Last Town on Earth</i> by Thomas Mullen Franklin Roosevelt, the “Quarantine” Speech (1937) (http://www.academicamerican.com/worldwar2/topics/1920WWII1940.htm) (http://klarbooks.com/academic/isolate.html)</p>		

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<p>(http://histclo.com/essay/war/ww2/cou/us/ww2us-iso.html)</p> <p>(http://harwich.edu/depts/history/HHJ/iso.htm)</p> <p>(http://www.johndclare.net/peacetowar1919-1939_redruth.htm)</p> <p>(http://users.ju.edu/jclarke/wizzd.html)</p> <p>(http://www.historyonthenet.com/WW2/causes.htm)</p> <p>(http://millercenter.org/president/fdroosevelt/essays/biography/5)</p> <p>Black Death http://www.bbc.co.uk/history/british/middle_ages/black_01.shtml</p> <p>The Black Death's lasting impact on British society http://www.bbc.co.uk/history/british/middle_ages/black_impact_01.shtml</p> <p>The Black Death, 1348 http://www.eyewitnesstohistory.com/plague.htm</p> <p>Black Death in the Middle Ages http://history.boisestate.edu/westciv/plague/</p> <p>England's Green and Pleasant Land http://www.nationalarchives.gov.uk/utk/england/land.htm</p> <p>The Black Death http://www.nationalarchives.gov.uk/museum/item.asp?item_id=23</p> <p>What was it really like to live in the Middle Ages? http://www.learner.org/interactives/middleages/</p> <p>The Black Death http://www.the-orb.net/textbooks/westciv/blackdeath.html</p> <p>The Florentine Chronicle http://www3.iath.virginia.edu/osheim/marchione.html</p> <p>Ordinances for Sanitation in a Time of Mortality http://www3.iath.virginia.edu/osheim/pistoia.html</p> <p>The Plague: An Abiding Scourge http://www.worcesterart.org/Hope/scourge_frame.html</p> <p>Earthly Assistance: Good Works in Time of Plague http://www.worcesterart.org/Hope/earthly_frame.html</p> <p>Heavenly Assistance: God and the Saints http://www.worcesterart.org/Hope/heavenly_frame.html</p>		
<p>ELA Standards:</p> <p>Reading Standards for Literature:</p> <p>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). CC11-12RL3</p> <p>Reading Standards for Informational Text:</p> <p>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. CC11-12RI2</p> <p>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 <i>faction</i> in <i>Federalist</i> No. 10). CC11-12RI4</p> <p>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. CC11-12RI7</p> <p>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. CC11-12RI9</p>		

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<p>Writing Standards:</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CC11-12W3</p> <p>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. CC11-12W3a</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. CC11-12W3b</p> <p>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). CC11-12W3c</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. CC11-12W3d</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. CC11-12W3e</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC11-12W4</p> <p>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. CC11-12W5</p> <p>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. CC11-12W6</p> <p>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. CC11-12W7</p> <p>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. CC11-12W8</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9</p> <p>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. CC11-12W10</p> <p>Speaking and Listening Standards:</p> <p>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. CC11-12SL2</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. CC11-12SL6</p> <p>Language Standards:</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC11-12L1</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC11-12L2</p> <p>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. CC11-12L3</p>		

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<p>Reading Standards for Literacy in History/Social Studies:</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. CC11-12RH/SS2</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. CC11-12RH/SS3</p> <p>Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. CC11-12RH/SS5</p> <p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CC11-12RH/SS7</p>		
<p><u>ELA Big Ideas:</u></p> <p>Effective researchers start with a clear purpose, topic, and audience when doing research.</p> <p>Effective researchers have a toolbox of strategies that help them organize, select, and evaluate information.</p> <p>Effective research writers synthesize and interpret information in a documented research paper.</p> <p>Effective researchers present information without plagiarizing.</p> <p>An effective writer of historical non-fiction will use research strategically.</p> <p>Good readers ask questions about text to better understand what ideas require making inferences. Modernist literature challenges the reader to consider various ways to represent reality.</p> <p><u>Integrated Big Ideas with Social Studies:</u></p> <p>Many different types of sources exist to help us gather information about the past, such as artifacts and documents. Sources about the past need to be critically analyzed and categorized as they are used.</p>	<p><u>ELA Essential Questions:</u></p> <p>Were contemporary issues also problematic for past societies?</p> <p>Why are those issues difficult? Is there a pattern of continuity or change?</p> <p>How much can we learn from studying historical responses to societal problems?</p> <p>What is the evidence for this argument? Is that <i>all</i> the evidence, or just what the author wanted me to read?</p> <p>Why does differentiating between fact and interpretation matter?</p> <p>What is the rhetorical situation of a piece of writing?</p> <p>Why did this writer want to contribute these thoughts and ideas at this point in history?</p> <p>How do texts shape our decisions?</p> <p>How do the media and special interest groups use rhetoric and persuasive techniques to change people's behaviors towards issues?</p>	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quick writes • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>Students will write an historical fiction short story. Students will assume the context of a small town in France during an outbreak of the Bubonic Plague. After doing research they will brain storm a list of characters that live in the town and write a story about their experience. These will be compiled into a</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Critical investigation demands constant reassessment of one's research strategies.	<p>How is literature reflective of the time period in which it is written?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Develop, implement, and communicate new ideas to others • Locate appropriate resources • Write a historically accurate fiction on the Bubonic Plague • Analysis/problem essay of US Foreign policy • Primary source analysis • Comparison of multi- media representations of the same events 	<p>frame story about the plague that comes from varied perspectives.</p> <p>Summative assessment will be scored with the 11-12th grade DDOE Narrative Text-Based Writing Rubric.</p>
<p>Project Four: Author Study: Kate Chopin (A LDC Exemplar Unit)</p> <p>This unit draws from a National Endowment for the Humanities unit plan for Kate Chopin's <i>The Awakening</i> and blends this focus with additional study of three of Chopin's short stories: "The Story of an Hour," "Desiree's Child," and "The Storm." Through the study of one author, students will explore the ways in which authors use characters to shape themes for larger social and political commentary. Additionally, students will relate other literary elements and movements to Chopin's work including setting, dialect, literary realism, and literary criticism.</p> <p>ELA Concepts: Students will conduct a primary and secondary character analysis specifically in relation to other characters in the text and generally in relation to social and political contexts, using representations in multiple media formats in order to frame opinions about differing analyses of the same event.</p> <p>Driving Question: How does Kate Chopin use character development to shape themes for larger social and political commentary?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p><i>The Awakening</i></p> <p>(http://docsouth.unc.edu/southlit/chopinawake/menu.html)</p> <p>"The Story of an Hour"</p> <p>(http://www.katechopin.org/pdfs/Kate%20Chopin,%20The%20Story%20of%20an%20Hour.pdf)</p> <p>"The Storm" (http://classclit.about.com/od/stormkatechopin/a/aa_thestorm_kchopin.htm)</p> <p>"Désirée's Baby" (http://www.katechopin.org/pdfs/desirees-baby.pdf)</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>http://www.literacydesigncollaborative.org/wp-content/uploads/2013/07/CO-Author-Study-Kate-Chopin-Colorado-Centennial-School-District-Module-Rubric1.pdf</p> <p>EDSITEment Unit Plan for The awakening (1430L) (http://edsitement.neh.gov/curriculum-unit/kate-chopins-awakening#sect-theunit)</p> <p>Chopin's THE AWAKENING by Tamara Powell (2009) (N/A) (http://www.tandfonline.com/doi/abs/10.1080/00144940903250292?journalCode=vexp20#.UYCmn1EI2Vo) Article analyzing the Africanist presence for use with Functional Language Analysis.</p> <p>Delaware Department of Education (DDOE) Writing Rubric http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Rubrics%20Argumentation/Gr11-12_Argument_2-13.pdf</p>		
<p>ELA Standards:</p> <p>Common Core Anchor Standards — Reading</p> <p>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. CC11-12R1</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CC11-12R2</p> <p>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. CC11-12R4</p> <p>Assess how point of view or purpose shapes the content and style of a text. CC11-12R6</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CC11-12R10</p> <p>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). CC11-12RL3</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12W1</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC11-12W4</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC11-12 W5</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9</p> <p>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. CC11-12W1</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CC11-12SL1b</p> <p>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. CC11-12SL1c</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. CC11-12SL1d</p> <p>Language Standards Vocabulary Acquisition and Use: 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. CC.11-12.L.4 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. CC11-12L4a 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. CC11-12L4c</p>		
<p>ELA Big Ideas: Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.</p> <p>Readers continually monitor and check their interpretations of the author's intent and meaning.</p> <p>Background knowledge supports understanding of text.</p> <p>Reflect on how culture and setting plays an important role in a novel, especially in local color and regional literature.</p> <p>Readers will analyze character development In comparison to other characters, specifically related to women's roles in 19th century America.</p> <p>Discuss how two or more texts from the same period treat similar themes or topics.</p>	<p>ELA Essential Questions: In what ways do Chopin's texts reflect attributes of literary realism, local color, and/or regionalism?</p> <p>What effects do these choices have on meaning and aesthetics?</p> <p>How does background knowledge of historical events help us understand literature?</p> <p>How do Chopin's texts speak to the roles of women and the conventions of literature at the end of the 19th century?</p> <p>How does the setting and culture of each text work as an important component of each protagonist's transformation?</p> <p>How is language used to represent stereotypes of character and social beliefs/concerns of the period?</p> <p>ELA Learning Targets:</p> <ul style="list-style-type: none"> • Students will work with a partner to establish a purpose for approaching reading texts of Chopin. • Students will report out key elements of 	<p>Suggested Formative Assessments:</p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quick writes • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p>Suggested Summative Assessments: Students write an argumentative essay that analyzes character development specifically in relation to other characters in the texts and generally in relation to social and political contexts, providing examples to clarify the analysis. What conclusion or implications can you draw? A bibliography, or works</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>investigation for the unit.</p> <ul style="list-style-type: none"> Students will create a bookmark of key elements for the novella. Students will maintain a list of essential vocabulary words that are critical to understanding the reading texts. Students will identify contextual information to assist in identifying the meaning of a vocabulary word. Students will identify and evaluate the effect of author's choices for setting, character development, and other literary elements. Students will research the attributes of realism, local color and/or regionalism. Students will select passages from Chopin's text that reflect realism, local color and/or regionalism and produce a group presentation detailing evidence of their findings. Students will be able to closely read chunked sections of text multiple times for deepening understanding. Students will compose a character chart using textually supported entries and/or research into context. Students will participate in small group discussion and/or discussion seminars for each reading text. Students will construct a written evaluation of conclusions that are drawn from discussion seminars for each reading text. Students will develop text based questions using reading passages from Chopin. Students will create a mini presentation for a gallery walk and participate in a guided learning tour. 	<p>cited, is required.</p> <p>To be scored with the summative assessment rubric included in the published Literacy Design Collaborative unit, supported by the 11-12th grade DDOE Argumentation/Opinion Text-Based Writing Rubric.</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Project Five: The Declaration of Independent Sentiments (A LDC Exemplar Unit)</p> <p>This unit asks students to perform a close reading of two important Humanities Texts: the Declaration of Independence (1776) and the Declaration of Sentiments (1848). The Paideia Seminar discussion will focus on the Declaration of Sentiments (adopted at the Women’s Right Convention held at Seneca Falls, NY); although, students will be encouraged to refer to both texts during the discussion.</p> <p>ELA Concepts: Students will read multiple texts for meaning and inferences, think critically and collaboratively in a group about concepts and ideas of a text through a structured Socratic seminar, and develop a line of thought and text structure appropriate to an argumentation task.</p> <p>Driving Question: Should the <i>Declaration of Sentiments</i> (Seneca Falls 1848) be read as an extension of the <i>Declaration of Independence</i> (Philadelphia 1776) or an entirely separate document?</p> <p>Timeline: 2-3 weeks</p> <p>Resources:</p> <p><i>The Declaration of Independence</i> (Philadelphia 1776)</p> <p><i>The Declaration of Sentiments</i> (Seneca Falls 1848)</p> <p>Literacy Design Council Unit</p> <p>http://www.literacydesigncollaborative.org/resources/sample-modules/english-language-arts/</p> <p>Delaware Department of Education (DDOE) Writing Rubric</p> <p>http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Rubrics%20Argumentation/Gr11-12_Argument_2-13.pdf</p>		
<p><u>ELA Standards:</u></p> <p>Common Core Anchor Standards — Reading</p> <p>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. CC11-12R1</p> <p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CC11-12R2</p> <p>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. CC11-12R4</p> <p>Read and comprehend complex literary and informational texts independently and proficiently. CC11-12R10</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12W1</p> <p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC11-12W4</p> <p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC11-12 W5</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9</p> <p>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</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>tasks, purposes, and audiences. CC11-12W10</p> <p>Speaking and Listening Standards</p> <p>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1</p> <p>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. CC11-12SL1a</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CC11-12SL1b</p> <p>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. CC11-12SL4</p> <p>Language Standards</p> <p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CC11-12L1</p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. CC11-12L2</p> <p>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. CC11-12L3</p>		
<p><u>ELA Big Ideas:</u></p> <p>Readers interpret text by reading thoroughly and with purpose to determine main ideas and the facts and details used to support them.</p> <p>Readers identify and master terms essential to understanding a text.</p> <p>Reflect on personal communication habits and select appropriate speaking and listening goals for future discussions.</p> <p>Readers will discuss how two or more texts treat similar themes or topics.</p> <p>Writers select important facts and passages for use in argumentation and one’s own writing.</p> <p>.</p>	<p><u>ELA Essential Questions:</u></p> <p>What are the important features of a good response to a question or prompt?</p> <p>What are the basic structural components of a seminar text?</p> <p>How do we identify key terms that are essential to understanding a text?</p> <p>What self-assessment strategies on speaking and listening can be identified for future discussions?</p> <p>Why is it important in the process of inquiry to “identify gaps” or “unanswered questions” about a topic?</p> <p>How do we establish a controlling idea and consolidate information relevant to a task?</p> <p>What elements are essential to editing and formatting a piece of writing making it appropriate to audience and purpose?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Students will work with a partner to identify key 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quick writes Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>features of examples of appropriate responses to prompts.</p> <ul style="list-style-type: none"> • Students will report out key elements and create a classroom list of good responses to prompts. • Students will determine essential facts necessary to understand context of key text. • Students will participate in a short lecture, power point video or reading related to understanding context of key text. • Students will identify contextual information to assist in identifying the meaning of the word, “Declaration”. • Students will read texts, label different paragraph types and discuss structural features as a large group. • Students will develop a notebook of key vocabulary terms and phrases essential to the text. • Students will participate in small group discussions about key terms and phrases essential to understanding the text, while reading aloud within the group. • Students will locate background information on the Woman’s Right Convention of 1848. • Students will discuss the definition of the word “sentiment” and review other words associated with the word. • Students will work in groups to read text aloud and compose a summary of each section of the reading. • Students will identify the purpose of the six sections of the text. • Students will write individual goals using the Seminar Process Assessment sheet and share goals with a partner. • Students will write an opening paragraph that includes a controlling idea and sequences key 	<p><u>Suggested Summative Assessments:</u> After reading <i>The Declaration of Independence</i> and the <i>Declaration of Sentiments</i>, write an essay in which you compare the two and argue one point of view or the other. Support your position with evidence from the texts.</p> <p>To be scored with the summative assessment rubric included in the published Literacy Design Collaborative unit, supported by the 11-12th grade DDOE Argumentation/Opinion Text-Based Writing Rubric.</p>

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
	<p>points in a composition.</p> <ul style="list-style-type: none"> • Students will identify key points that support the development of argument. • Students will create an outline based upon notes from readings and discussions. • Student will produce an initial draft complete with opening, development, and closing; citing textual evidence. • Students will revise draft that demonstrates evidence of refined logic, analysis and organization of ideas/points. • Students will turn in a complete set of drafts, including a final version that is ready for evaluation. 	
<p>Project Six: Oppression and Unsung Voices</p> <p>ELA Concepts: Students will study the history of oppression through both historical, political, fiction and non-fiction texts. They will demonstrate the use of poetry and poetic devices in making heard the voice of an unheard population.</p> <p>Driving Question: How can we as students create meaningful poetry that reflects the personal experiences felt by survivors around the world?</p> <p>Social Studies Connections:</p> <p>How do texts about other ages, genders, nationalities, races, religions, and disabilities tell experiences similar to mine?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p>http://www.voiceseducation.org/category/tag/wwii-japanese-poet</p> <p>http://photoblog.msnbc.msn.com/_news/2011/12/07/9249784-a-look-back-at-pearl-harbor-attacks-70-years-ago</p> <p>http://www.history.com/news/2011/12/07/5-facts-about-pearl-harbor-and-the-uss-arizona/</p> <p>http://www.history.com/topics/world-war-ii</p> <p>http://www.metrolyrics.com/bomb-the-world-lyrics-michael-franti-spearhead.html (Entry Event Song)</p> <p>http://www.pbs.org/thewar/at_war_timeline_1939.htm TIMELINE OF WWII</p> <p>http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html POETRY RULES</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
http://www.doe.k12.de.us/commoncore/ela/admintoolkit/spdg_grantlessons.shtml <i>Night</i> by Elie Wiesel History Channel Film - <i>The Pacific: The Historical Background</i> Movie- <i>The Pianist</i> Oprah interview with Elie Wiesel at Auschwitz		
<p><u>ELA Standards:</u></p> <p>Reading Standards for Literature 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. CC11-12RL1 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. CC11-12RL2 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). CC11-12RL3 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.) CC11-12RL4</p> <p>Writing Standards 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. CC11-12W2 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. CC11-12W2a 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. CC11-12W2b 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. CC11-12W2c Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. CC11-12W2d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W2e 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). CC11-12W2f 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.) CC11-12W4</p> <p>Speaking and Listening Standards</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>Initiate and participate effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1</p> <p>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. CC11-12SL1a</p> <p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CC11-12SL1b</p> <p>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. CC11-12SL1c</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. CC11-12SL1d</p> <p>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. CC11-12SL2</p> <p>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. CC11-12SL3</p> <p>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. CC11-12SL4</p> <p>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. CC11-12SL5</p> <p>Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11-12 Language standards 1 and 3 on page 54 for specific expectations.) CC11-12SL6</p> <p>Language Standards</p> <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11-12 reading and content</i>, choosing flexibly from a range of strategies. CC11-12L4</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC11-12L4a</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). CC11-12L4b</p> <p>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. CC11-12L4c</p> <p>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). CC11-12L4d</p> <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC11-12L5</p> <p>Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. CC11-12L5a</p> <p>Analyze nuances in the meaning of words with similar denotations. CC11-12L5b</p> <p>Standards for Literacy in History/Social Studies</p> <p>Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves</p>		

Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
<p>matters uncertain. CC11-12RH/SS3</p> <p>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. CC11-12RH/SS8</p> <p>Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CC11-12RH/SS9</p>		
<p><u>ELA Big Ideas:</u></p> <p>Poetry uses the musicality of words (property of sounding like music) to express emotions and insights.</p> <p>Writers write for a variety of purposes and audiences.</p> <p>Poetry is open to personal interpretations.</p> <p>Words play a unique role in every line.</p> <p>One event can suddenly change a person's life.</p> <p>There is a dark side to human nature.</p>	<p><u>ELA Essential Questions:</u></p> <p>How do good readers and writers identify, understand, and use characteristics and elements of various types of poetry?</p> <p>How can the use of imagery leave a lasting impression on a reader?</p> <p>What events can impact a loss of hope?</p> <p><u>ELA Learning Targets:</u></p> <p>Students will read, analyze, and compare works of poetry by the following authors:</p> <ul style="list-style-type: none"> W. H. Auden; Elizabeth Bishop; William Blake; Gwendolyn Brooks; Robert Browning; George Gordon, Lord Byron; Lorna Dee Cervantes; Geoffrey Chaucer; John Donne; Rita Dove; Paul Laurence Dunbar; Seamus Heaney; George Herbert; Garrett Hongo; Sylvia Plath; Edgar Allan Poe; Alexander Pope; Adrienne Rich; Anne Sexton; William Shakespeare; Percy Bysshe Shelley; Leslie Marmon Silko; William Carlos Williams; William Wordsworth; William Butler Yeats Students will be required to create a portfolio of original poems. Cite evidence of imagery that assists in leaving a lasting memory on the reader of "Night" Identify how writing is a creative outlet for the oppressed Use the writing process to develop texts Develop habits of mind for academic writers: inquiry, complexity, conversation, and process 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> Actively reading poetry Rereading poetry Words and Images <ul style="list-style-type: none"> Reading for denotation Reading for connotation Reading for images Practicing a methodology for the analysis of poetry: Title, paraphrase, connotation, attitude, shifts, title, theme Practicing close reading on selected passages from thematically linked literature – diction, word order, verb form, point of view, metaphor Literary terms and techniques as suggested by the literature <p><u>Timed Writing:</u> Analysis of how a poet uses words and images to create an effect on the reader</p> <p><u>Writing Project:</u> Comparing differences in voice, tone, and sound in two poems that are thematically linked, but otherwise very different.</p> <p><u>Writing Project:</u> Writing a sonnet</p> <p><u>Writing Project:</u> Collect examples of figurative language from advertisement – TV, radio, print media. Write a short paper about how these figures</p>

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	<ul style="list-style-type: none"> • Writing analysis paragraphs: title/topic of section, attitude (+ because...), device/characteristic, explanation of device, quote/examples, interpretation/analysis, tie it back to attitude • Use an implicit thesis statement • Organization and development in narration, description, and illustration • Demonstrate sentence coherence • Analyze diction, tone, rhythm in narration 	<p>make for effective advertising.</p> <ul style="list-style-type: none"> ○ Rhythm and Meter <ul style="list-style-type: none"> ○ Reading for rhythm ○ Reading for meter <p><u>Timed Writing:</u> Analysis comparing and contrasting two poems – one from the textbook and one from pop culture</p> <p>Poetry analysis should include class discussions/debates and written evaluations. The following elements should address structure, sound and sense, denotation and connotation, imagery, figurative language, paradox, irony, tone, musical devices, theme</p> <p><u>Suggested Summative Assessments:</u></p> <p>Author Study Students will conduct research on the life and works on one of the following poets:</p> <ul style="list-style-type: none"> • T.S. Eliot • John Keats • Alexander Pope • Alfred, Lord Tennyson • Walt Whitman <p>Author studies should be presented in written form as well as a presentation. Presentations should include a multimedia facet such as power point.</p> <p>Student Poetry Portfolio: Students will write five original poems during this unit. At least one poem will be performed during a bi-weekly coffee house during the weeks of the unit.</p> <p>Writing Project:</p>

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		<p>Writing about poetry and social criticism. Given selected poems, how do the speakers address the social issues in the poems? How do the techniques and figures that the poets use support their commentary?</p> <p>Research Project:</p> <ul style="list-style-type: none"> ○ Identifying issues for the project ○ Topic selection and reflective writing ○ Thinking about sources of information ○ Persuasion: types of claims <p>Summative assessments will be scored with the 11-12th grade DDOE Informational or Expository Text-Based Writing Rubric.</p>
<p>Project Seven: Rethinking Ophelia (A LDC Exemplar Unit)</p> <p>This unit begins with a reading of <i>Hamlet</i> through the gender and social class theoretical lenses. Students will embark upon a contemporary exploration of Ophelia and the social perceptions of her character by examining literary nonfiction critiques of her character. The unit will serve as the culminating writing for the entire unit.</p> <p>ELA Concepts: After reading <i>Hamlet</i> and other essays, students will write a literature review of each of the three essays that describes and analyzes the content of each reading from a gender perspective and addresses the question with supporting documentation of evidence.</p> <p>Driving Question: How can a gender theoretical lens shape the way Ophelia is perceived in Hamlet?</p> <p>Timeline: 4-5 weeks</p> <p>Resources:</p> <p>Shakespeare's <i>Hamlet</i>.</p> <p>(http://modulecreator.com/ModuleCreator/#page=login&moduleId=10454&scrollTo=articles)</p> <p>Androgynous "union" and the woman in Hamlet.</p> <p>(http://modulecreator.com/ModuleCreator/#page=login&moduleId=10454&scrollTo=articles) Shakespeare Studies (1995)—Stone, James W</p> <p>WIDA_DefiningFeatures_AcademicLanguage[1].pdf</p> <p>(http://literacybytechnology.s3.amazonaws.com/teacherresourceuploads/10454/1766512302_Mar_14_2012_13165778.pdf)</p>		

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<p>Between "Girl Power" and "Reviving Ophelia": Constituting the Neoliberal Girl Subject by Marnina Gonick (N/A) http://www.jstor.org/stable/4317205 NWSA Journal, Vol. 18, No. 2 (Summer, 2006), pp. 1-23</p> <p>On Ophelia's Madness by Carroll Camden (N/A) http://www.jstor.org/stable/2867895 Shakespeare Quarterly, Vol. 15, No. 2 (Spring, 1964), pp. 247-255</p> <p>Shakespeare's Gentle Heroine by Bertha Vanderlyn (N/A) http://www.jstor.org/stable/25587073 Fine Arts Journal, Vol. 14, No. 3 (Mar., 1903), pp. 91-94</p> <p>Delaware Department of Education (DDOE) Writing Rubric http://www.doe.k12.de.us/aab/English_Language_Arts/ELA_docs_folder/Rubrics%20Informational/Gr11-12_InfoExp_2-13.pdf</p>		
<p><u>ELA Standards:</u></p> <p>Reading Standards Common Core Anchor Standards — Reading 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. CC11-12R1 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CC11-12R2 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. CC11-12R4 Assess how point of view or purpose shapes the content and style of a text. CC11-12R6 Read and comprehend complex literary and informational texts independently and proficiently. CC11-12R10</p> <p>Writing Standards 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. CC11-12W2 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CC11-12W4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CC11-12W5 Draw evidence from literary or informational texts to support analysis, reflection, and research. CC11-12W9 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. CC11-12W10</p> <p>Speaking and Listening Standards Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11-12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively. CC11-12SL1 Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. CC11-12SL1b</p>		

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<p>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. CC11-12SL1c</p> <p>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. CC11-12SL1d</p> <p>Language Standards</p> <p>Vocabulary Acquisition and Use: 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. CC.11-12.L.4</p> <p>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. CC11-12L4a</p> <p>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). CC11-12L4b</p> <p>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. CC11-12L4c</p> <p>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). CC11-12L4d</p>		
<p><u>ELA Big Ideas:</u></p> <p>Readers identify the central point and main supporting elements of a text.</p> <p>Readers will be able to apply the gender lens to a reading text.</p> <p>Readers continually monitor and check their interpretations of the author's intent and meaning.</p> <p>Readers identify and master terms essential to understanding a text.</p> <p>Readers will demonstrate the ability to select passages from text relevant to an analysis task.</p> <p>Writers will develop a line of thought and text structure appropriate to a literary review/informational analysis.</p>	<p><u>ELA Essential Questions:</u></p> <p>What is the gender lens and how does a reader use it to evaluate text?</p> <p>How can a gender theoretical lens shape the way Ophelia is perceived in <i>Hamlet</i>?</p> <p>What is the relationship between the reader and the writer? How can you know a writer's intended audience?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> Students will “think, pair, share” with a partner about a given prompt, identifying verbs that are essential to understanding the task and content. Students will adequately explain the purpose and process of using the gender lens by stating a definition and example from another text previously discussed. Students will read <i>Hamlet</i> and other selected essays. Students will identify central point and main supporting elements of a reading text. 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> Reading response logs Teacher observation of whole class, individual and collaborative work sessions Whole class discussions Daily quick writes Quizzes Exit tickets Daily journals Study questions Literature circle notes Socratic seminar discussions Individual check-ins with students Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>After reading <i>Hamlet</i> and other essays, students write a literature review of each of</p>

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	<ul style="list-style-type: none"> Students will maintain a list of essential vocabulary words that are critical to understanding the reading texts through the use of sticky notes marking a text. Students will identify contextual information to assist in identifying the meaning of a vocabulary word. Students will use graphic organizers to illustrate vocabulary terms. (word mapping) Students will select key terms as a group and create vocabulary cards. Students will develop strategies for note taking and/or annotation in MLA format. Students will identify relevant elements such as quotes and explanation, including necessary citation information to support facts and findings. Students will be able to participate in discussion-based groups, such as seminar Students will develop a thesis statement that incorporates an entry point into an analysis. Students will identify key points that support development of argument. Students will participate in whole class critique of sample thesis statements, reviewing each statement and commenting on the effectiveness of each thesis. Students will revise thesis based on feedback from peers. Students will create an outline or organizer based upon notes and reading, stating claim, sequence of point and supporting evidence. Student will produce an initial draft complete with opening, development, and closing; citing textual evidence. Students will participate in peer conferencing using the model of writing studio. Students will revise draft that demonstrates evidence of refined logic, analysis and organization of ideas/points. 	<p>the three essays that describes and analyzes the content of each reading from a gender perspective and addresses the question. Students will support discussion with evidence from the text(s), including citation information.</p> <p>To be scored with the summative assessment rubric included in the published Literacy Design Collaborative unit, supported by the 11-12th grade DDOE Informational or Explanatory Text-Based Writing Rubric.</p>

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	<ul style="list-style-type: none"> Students will turn in a complete set of drafts, including a final version that is ready for evaluation. 	

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<p>Project Eight: Justice</p> <p>ELA Concepts: Through an analysis of multi-media sources, students will explore the ideals of justice and create a definition of justice representative of their unit long exploration of the theme.</p> <p>Driving Question: Does the idea of “justice” change based on where you are? Do the “ends” always justify the “means?”</p> <p>Social Studies Connections:</p> <p>Is justice without the law acceptable in a civilized society?</p> <p>Timeline: 4 weeks</p> <p>Resources:</p> <p>Editorials:</p> <p>“Time to Assert American Values,” from <i>The New York Times</i></p> <p>“Comment,” by Pat Lancaster</p> <p>Articles:</p> <p>“Rough Justice,” by Alejandro Reyes</p> <p>“An Immodest Idea,” by Anna Mulrine</p> <p>“Germany Divided Over Hijab,” by Andreas Tzortzis</p> <p>“Guernica Returned to Spain,” from The History Channel Web site</p> <p>“Nona Gaye Gathers Artists for Anti-AIDS Tribute,” by B.E. Gilbert (optional)</p> <p>Proclamation:</p> <p>“Declaration of the Rights of the Child,” by the United Nations</p> <p>Speeches:</p> <p>“Statement on International Children’s Day,” by President Nelson Mandela</p> <p>Excerpt from “On Civil Disobedience,” by Mohandas Gandhi</p> <p>Excerpt from “One Word of Truth Outweighs the World,” by Alexander Solzhenitsyn</p> <p>Essays:</p> <p>“School’s Out for Summer,” by Anna Quindlen</p> <p>“Kohlberg’s Six Stages of Moral Reasoning” by Lawrence Kohlberg</p> <p>Testimony: “Religious Expression,” by Nashala Hearn</p> <p>Letter: Excerpt from “Letter from Birmingham Jail,” by Dr. Martin Luther King, Jr.</p> <p>Art: “Guernica,” by Pablo Picasso</p> <p>Photo Essay: “Children Behind Bars,” by Steve Liss (or other photo essay)</p>		

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<p><u>ELA Standards</u></p> <p>Reading Standards for Informational Text</p> <p>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. CC11-12RI1</p> <p>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. CC11-12RI2</p> <p>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. CC11-12RI5</p> <p>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. CC11-12RI7</p> <p>By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently. CC12RI10</p> <p>Writing Standards</p> <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CC11-12W1</p> <p>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. CC11-12W1a</p> <p>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. CC11-12W1b</p> <p>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. CC11-12W1c</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CC11-12W1d</p> <p>Provide a concluding statement or section that follows from and supports the argument presented. CC11-12W1e</p> <p>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.) CC11-12W4</p> <p>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. CC11-12W6</p> <p>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. CC11-12W8</p> <p>Speaking and Listening Standards</p> <p>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. CC11-12SL2</p> <p>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. CC11-12SL3</p> <p>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</p>		

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informal tasks. CC11-12SL4 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. CC11-12SL5 Reading Standards for Literacy in History/Social Studies Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. CC11-12RH/SS7 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. CC11-12RH/SS9 By the end of grade 12, read and comprehend history/social studies texts in the grades 11-12 text complexity band independently and proficiently. CC11-12RH/SS10		
<p><u>ELA Big Ideas:</u></p> <p>When writing a longer work, writers weave a single thread throughout the whole work to tie it all together.</p> <p>Body paragraphs, details, and examples all serve to support the thesis or controlling idea of the work.</p> <p>A writer's point of view is influenced by his experience.</p> <p>Authors use different techniques/strategies to convince readers.</p> <p><u>Integrated Big Ideas:</u></p> <p>Writing is conversation about a topic. When writers write, they are contributing to the conversation about that topic.</p> <p>Writers select forms and modes of development based on the purpose for writing.</p> <p>Good researchers start with a clear purpose, topic, and audience when doing research.</p> <p>Good researchers employ strategies to help them</p>	<p><u>ELA Essential Questions:</u></p> <p>How do authors write an interesting introduction to capture the reader? What is an effective conclusion?</p> <p>How does what you know help you understand text?</p> <p>How does thinking about the author's purpose and message deepen understanding?</p> <p>How do text features and characteristics of informational and literary text influence reader interpretation?</p> <p><u>ELA Learning Targets:</u></p> <ul style="list-style-type: none"> • Write a cause and effect paper • Read a variety of texts critically and proficiently to demonstrate in writing or speech the comprehension, analysis, and interpretation of those texts • Recognize, explain, and apply various rhetorical modes in writing (persuasion, explanation, narration, analysis, contrast, process, classification and definition, analogy, illustration, summation with bases, abstraction) • Argue researched perspectives on issues of professional/personal/civic significance • Demonstrate the skills needed to participate in a conversation that builds knowledge collaboratively: 	<p><u>Suggested Formative Assessments:</u></p> <ul style="list-style-type: none"> • Reading response logs • Teacher observation of whole class, individual and collaborative work sessions • Whole class discussions • Daily quick writes • Quizzes • Exit tickets • Daily journals • Study questions • Literature circle notes • Socratic seminar discussions • Individual check-ins with students • Using rubrics, checklists, feedback post-it, annotations, reflections, conference logs, anecdotal records <p><u>Suggested Summative Assessments:</u></p> <p>After self-selecting and researching an intriguing social issue, consider whether or not "the means always justify the ends" and the impact of moral ambiguity. Using research to support your opinion, write an argumentative research paper outlining your</p>

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<p>research information.</p> <p>Good research comes from a variety of accurate and valid sources.</p>	<p>listening carefully and respectfully to others' viewpoints; articulating their own ideas and questions clearly; and situating their own ideas in relation to other voices and ideas. Students will be able to prepare, organize, and deliver an engaging oral presentation.</p>	<p>opinion.</p> <p>Summative assessments will be scored with the 11-12th grade DDOE Argumentation/Opinion Text-Based Writing Rubric.</p>