

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Subject: <i>Advanced Placement Literature and Composition</i>	Grade: <i>11-12</i>
Grade Level Summary <p><i>In an AP level course, students analyze and evaluate perspective in connection to purpose, audience, and task biases. They cite strong, thorough textual evidence based on and related to the author's implicit and explicit assumptions and beliefs. Emphasis is placed on the analysis of the interaction between and development of themes or ideas over the course of a text or multiple texts. Students analyze and evaluate the impact of an author's rhetorical choices (i.e., point of view, purpose, style) on their writing and reasoning, including claims and counterclaims, as well as precise language such as metaphor, simile, and analogy. They analyze seminal and foundational texts based on reasoning and rhetoric, as well as works of literature that reflect a variety of genres and major periods.</i></p> <p><i>Students will move towards academic independence and college-and-career readiness. Students grapple with demanding texts by integrating previously learned skills to analyze and evaluate the writer's premise, purpose, and argument in both informational and literary text. Students conduct sustained research projects and/or make strategic use of digital media to answer a question by evaluating, organizing and integrating multiple sources and complex ideas to make informed decisions on how the specifics relate to the whole. Using previously learned competencies, students master skills such as asking their own questions, solving their own problems, and leading their own class discussions. Finally, students continue to develop the skills in reading, writing, speaking, and listening to master purposeful and independent expression.</i></p>	
Grade Level Modules: <i>Module 1: Rhetorical Devices Portray Emotions, Beliefs and Experiences to An Audience (Grade 11)</i> <i>Module 2: The Impact of Stereotypes on 21st Century Society (Grade 11)</i> <i>Module 3: Evolution of the English Language (Grade 11)</i> <i>Module 4: Making a Difference in the Lives of others (Grade 12)</i> <i>Module 5: Adventures and Advice (Grade 12)</i>	

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Module 1: Rhetorical Devices Portray Emotions, Beliefs and Experiences to an Audience (Grade 11)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of exploring and evaluating rhetorical choices. The essential questions address authors and their use of rhetorical devices: How does the author use rhetorical devices to portray emotions, beliefs, and experiences to his or her audience? Students should read from, and write to, informational texts as well as classic and contemporary literature. Students engage in class discussions involving informational text and literature to explore and evaluate rhetorical choices. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how the author uses rhetorical devices to portray emotions, beliefs and experiences to his or her audience. Key outcomes include determining and analyzing the relationship between two or more themes or central ideas of a text; evaluating how an author's point of view or purpose shapes the content and style of a text; demonstrating knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature; and writing with an awareness of stylistic aspects of composition.

Key Skills:

The essential questions address authors and their use of rhetorical devices: How does the author use rhetorical devices to portray emotions, beliefs, and experiences to his or her audience?

Module Objectives:

- *To determine and analyze the relationship between two or more themes or central ideas of a text*
- *To evaluate how an author's point of view or purpose shapes the content and style of a text.*
- *To evaluate the development of the journey motif*
- *To demonstrate knowledge of foundational works of literature that reflects a variety of genres in the respective major periods of literature*
- *To write with an awareness of the stylistic aspects of composition.*

Concepts:

- *Composing a Text Analysis*
- *Point of View (analysis)*
- *Theme (journey of self-discovery)*
- *Content for Writing*
- *Critical Listening*

Competencies:

- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs.*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*

BLACKLICK VALLEY JR/SR HIGH SCHOOL



- *Informational: Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.*

Focus Standards Addressed in this Module:

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G 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.)

Important Standards Addressed in this Module:

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task,

and audience.
CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

and audience.

CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to

BLACKLICK VALLEY JR/SR HIGH SCHOOL



the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.

- *Use precise language, domain-specific vocabulary, and*

Ongoing Standards addressed during this module:

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in

techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

- *Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.*

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of Standard English when speaking based on Grades 11–12 level and content.

Academic Vocabulary:

Relationship, Development, Evaluate, Relate, Demonstrate, Themes, Periods, Genres, Metaphor, Simile, Analogy, Sustained

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Module 1: Rhetorical Devices Portray Emotions, Beliefs and Experiences to An Audience (Grade 11)

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
<ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How does literature shape and reflect society? What is the relationship between writer and content? What is the relationship of the writer to traditions? How does interaction with text provoke thinking and response? What makes clear and effective writing? Why do writers write? What is the purpose? 	<ul style="list-style-type: none"> ➤ From <i>Don Quixote</i> (p. 895) ➤ From <i>Faust</i> (p. 919) ➤ From <i>The Divine Comedy</i> (p. 884) ➤ From <i>Beowulf</i> (p. 40) ➤ <i>The General Prologue to the Canterbury Tales</i> (p. 96) *** ➤ "The Wife of Bath's Tale" (p. 138) ➤ "The Pardoner's Tale" (p. 124) ➤ From <i>Sir Gawain and the Green Knight</i> (p. 171) ➤ <i>Hamlet</i> * ➤ From <i>A Modest Proposal</i> (p. 617) **** ➤ <i>Heart of Darkness</i> ** ➤ From <i>Paradise Lost</i> (p. 524) ➤ The Legend Of King Arthur (Video) COMMON LIT ➤ Hamlet 1.3.78 ➤ To Be, Or Not to Be Soliloquy * ➤ Frailty Thy Name is Woman * ➤ The Scramble for Africa ** ➤ What Makes Good People Do Bad Things ➤ The Yellow Wallpaper ➤ United and Divided: How Religion Drove Politics in Modern Europe *** ➤ On Revenge ➤ The Guilty Party ➤ Excerpt from Walden: Economy ➤ The Silence of Solitary Confinement ➤ The Fallacy of Success 	<ul style="list-style-type: none"> ✓ Collins Type 1 and 2 Writing (at least 3 times per week) ✓ Collins Type 3 & 4 Writing ✓ Short Response questions that examine students ability to recognize, explain, and analyze the effect of a variety of rhetorical devices across different literary genres ✓ Short essay analyzing literary theme(s) synthesized from a minimum of two literary selections. ✓ Literary analysis of author's craft focusing on rhetorical devices and how create an overall effect ✓ Discussions, literature groups, and Socratic seminars led by students ✓ Short written responses that scrutinize point of view and evaluate its effectiveness of characterization, setting, dialogue, word choice, and rhetorical devices

BLACKLICK VALLEY JR/SR HIGH SCHOOL



	<ul style="list-style-type: none">➤ A Modest Proposal **** <p>COMMON LIT NOVEL MATERIALS</p> <ul style="list-style-type: none">➤ Beowulf➤ Grendel➤ Hamlet➤ Heart of Darkness	
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BLACKLICK VALLEY JR/SR HIGH SCHOOL



Module 2: The Impact of Stereotypes on 21st Century Society (Grade 11)

Module Overview:

In this module, reading, writing, speaking, and listening are confronted around the big idea of exploring and evaluating rhetorical choices. Students read from, and write to, informational texts as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to explore and evaluate rhetorical choices. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how stereotypes impact 21st century society. Key outcomes include citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author's point of view or purpose shapes the content and style of a text; distinguishing the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims; and evaluating how the speaker's perspectives, reasoning, and use of evidence and rhetoric affect the credibility of an argument.

Key Skills:

The essential questions: address explicit text interpretations using textual evidence, evaluate author's perspective, and analyze claims and counterclaims: How does the author use the text, language, and elements of argumentation to establish stereotypes?

Module Objectives:

- To cite strong and thorough textual evidence to support analysis of what the text says explicitly
- To evaluate how an author's point of view or purpose shapes the content and style of a text.
- To distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims
- To evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument

Concepts:

- Point of View
- Text Structure
- Text Analysis
- Theme

Competencies:

- Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.
- Evaluate how an author's point of view or purpose shapes the content and style of a text.
- Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.
- Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Focus Standards Addressed in this Module:

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E 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.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G 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.

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

Important Standards Addressed in this Module

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

BLACKLICK VALLEY JR/SR HIGH SCHOOL



CC.1.3.11–12.G 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.)

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.

- *Introduce the precise, knowledgeable claim.*

Ongoing Standards addressed during this module:

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.

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

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument

BLACKLICK VALLEY JR/SR HIGH SCHOOL



through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence,

Academic Vocabulary:

Implicit, Evaluate, Style, Argument, Effectiveness, Complex, Syntax, Formatting, Metaphor, Simile, Analogy, Counterclaims, Values, Biases, Thorough, Credibility, Stance, Word choice, Emphasis, Tone

conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of Standard English when speaking based on Grades 11–12 level and content.

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Module 2: The Impact of Stereotypes on 21st Century Society (Grade 11)

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
<ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience? How does literature shape or reflect society? 	<ul style="list-style-type: none"> ➤ From <i>Gulliver's Travels</i> (p. 606) ➤ <i>Death of a Salesman</i> ➤ <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> ➤ <i>Animal Farm</i> ** ➤ William Blake Poetry <ul style="list-style-type: none"> ○ "The Lamb" (p. 748) ○ "The Tyger" (p. 749) ○ "The Chimney Sweeper" (p. 751) ○ "Infant Sorrow" (p. 752) ➤ World War I Poetry * <ul style="list-style-type: none"> ○ "The Soldier" (p. 1274) ○ "Wirers" (p. 1276) ○ "Anthem for Doomed Youth" (p. 1277) ➤ "Wartime Speech" (p. 1287) ➤ "Evacuation Scheme" (p. 1291) ➤ Photographs of the London Blitz (p. 1292) ➤ World War II Poetry <ul style="list-style-type: none"> ○ <i>Vergissmeinnicht</i> ("Forget Me Not") (p. 1310) ○ "Postscript: For Gweno" (p. 1312) ○ "Naming of Parts" (p. 1313) ➤ "We'll Never Conquer Space" (p. 1446) ➤ "Next Term We'll Mash You" (p. 1436) ➤ "Iraqi War Blog" (p. 1281) COMMON LIT <ul style="list-style-type: none"> ➤ The Dangers of a Single Story ➤ Dreamers * ➤ Dulce et Decorum Est * 	<ul style="list-style-type: none"> ✓ Collins Type 1 and 2 Writing (at least 3 times per week) ✓ Collins Type 3 & 4 Writing ✓ Short Response questions that examine students ability to recognize, explain, and analyze the effect of a variety of rhetorical devices across different literary genres ✓ Essay analyzing how a literature is affected by a reader wearing a contemporary lens. ✓ Discussions, literature groups, and Socratic seminars led by students ✓ Short written responses that scrutinize stereotypes, word choice, beliefs, and changes within society

BLACKLICK VALLEY JR/SR HIGH SCHOOL



	<ul style="list-style-type: none">➤ A Mad Dash to Disaster The First World War *➤ Stalin: A Brutal Legacy **➤ The Revolution **➤ The 10 Commandments **➤ Plessy Nears Its End➤ Russia Tightens the Iron Curtain on Ideas** <p>COMMON LIT NOVEL MATERIALS</p> <ul style="list-style-type: none">➤ Animal Farm➤ Death of a Salesman	
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Module 3: Evolution of the English Language (Grade 11)

Module Overview:

In this module, reading, writing, speaking, and listening are framed around the big idea of exploring and evaluating rhetorical choices. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of his or her audience. Key outcomes include: citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how an author's point of view or purpose shapes the content and style of a text; analyzing and evaluate the effectiveness of the structure an author uses in his or her exposition or argument; analyzing seminal texts based upon reasoning, premises, purposes, and arguments; writing with an awareness of the stylistic aspects of composition; and presenting information, findings, and supporting evidence, conveying a clear and distinct perspective.

Key Skills:

The essential questions address: How and why has language evolved over time? How does an author's point of view and situational use of language influence his/her argument and audience?

Module Objectives:

- *To analyze the impact of the author's choices*
- *To evaluate how an author's point of view or purpose shapes the content and style of a text*
- *To evaluate the structure of texts*
- *To demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature*
- *To integrate multiple sources of information presented in diverse formats and media in order to make informed decisions and solve problems*

Concepts:

- *Text Analysis*
- *Evaluating Arguments*
- *Text Structure*
- *Focus for Writing*
- *Content for Writing*
- *Credibility, Reliability, and Validity of Sources*
- *Purpose, Audience and Task*
- *Context*
- *MLA Documentation*

BLACKLICK VALLEY JR/SR HIGH SCHOOL



Competencies:

- *Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.*
- *Analyze seminal texts based upon reasoning, premises, purposes, and arguments.*
- *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.*
- *Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.*
- *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.*
- *Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.*
- *Adapt speech to a variety of contexts and tasks.*

Focus Standards Addressed in this Module:

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.V 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.

CC.1.4.11–12.W 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.

Important Standards Addressed in this Module

CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.

CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and

conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.

BLACKLICK VALLEY

JR/SR HIGH SCHOOL



CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.2.11–12.E 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.

CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.2.11–12.G 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.

CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.

CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.

CC.1.2.11–12.J Acquire and use accurately general academic and domain- specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.11–12.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and

conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G 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.)

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

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Ongoing Standards addressed during this module:

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in

diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of Standard English when speaking based on Grades 11–12 level and content.

Academic Vocabulary:

Interaction, Complex, Evaluate, Style, Evaluate, Argument, Effectiveness, Seminal, Reasoning, Premise, Purpose, Counterclaims, Values, Biases, Thorough, Sustained, Accuracy, Discrepancies, Data, Perspective, Organization, Development, Substance, Purpose, Audience, Task

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Module 3: Evolution of the English Language (Grade 11)

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> <i>(must be tied to the big ideas, essential questions and learning objectives/key skills)</i>
<ol style="list-style-type: none"> How do learners make decisions concerning formal and informal language in social and academic settings? How do grammar and the conventions of language influence spoken and written communication? Why learn new words? What strategies and resources does the learner use to figure out unknown vocabulary? How does one develop and refine vocabulary? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? How does literature shape or reflect society? 	<ul style="list-style-type: none"> ➤ “Speech Before Her Troops” (p. 285) ➤ “From Small Town to Big Cities” (p. 477) ➤ “Charles II Declaration to London, 1666” (p. 578) ➤ From <i>A Dictionary of the English Language</i> (p. 648) ➤ “Creating a Legend” (p. 729) ➤ From <i>A Vindication of the Rights of Women</i> (p. 916) ➤ “Speech in Favor of Reform” (p. 899) ➤ “Speech Against Reform” (p. 902) ➤ “The Curious Workshop of Charles Dickens” (p. 992) ➤ From <i>The Diary</i> (p. 571) ➤ John Donne Poetry <ul style="list-style-type: none"> ○ “Song” (p. 482) ○ “Valediction Forbidding Mourning” (p. 484) ○ “Holy Sonnet X” (p. 486) ○ “Meditation 17” (p. 488) ➤ Introduces <i>Frankenstein</i> (p. 756) ➤ Introduction to <i>Frankenstein</i> (p. 760) ➤ <i>The Curse of Frankenstein</i> (p. 769) ➤ <i>Frankenstein</i> <p>COMMON LIT</p> <ul style="list-style-type: none"> ➤ <i>Frankenstein</i> Chapter 16 ➤ Excerpt from <i>Frankenstein</i>; or the Modern Prometheus (Letter 3) <p>COMM LIT NOVEL MATERIALS</p> <ul style="list-style-type: none"> ➤ <i>Frankenstein</i> 	<ul style="list-style-type: none"> ✓ Collins Type 1 and 2 Writing (at least 3 times per week) ✓ Collins Type 3 & 4 Writing ✓ Short Response questions that examine students ability to recognize, explain, and analyze the effect of a variety of rhetorical devices across different literary genres ✓ Analytical/Research essay ✓ Discussions, literature groups, and Socratic seminars led by students ✓ Short written responses that analyze the validity and credibility of an argument and sources ✓ Communications Workshop: Evaluate Persuasive Speech

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Module 4: Making a Difference in the Lives of others (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of mastering purposeful and independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to master purposeful and independent expression. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how individuals can make the greatest difference in improving the lives of others. Key outcomes include analyzing the impact of the author's choices; evaluating how words and phrases shape meaning and tone in texts; distinguishing claims from alternate or opposing claims; developing claims and counterclaims fairly and thoroughly; creating a smooth progression of experiences or events using 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; and conducting short as well as more sustained research projects to answer a question or solve a problem.

Key Skills:

Instruction will center on the essential question: How can individuals make the greatest difference in improving the lives of others?

Module Objectives:

- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*
- *Distinguish the claim(s) from alternate or opposing claims, and develop claim(s) and counterclaims*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument*

Concepts:

- *Point of View*
- *Text Structure*
- *Text Analysis*
- *Theme*

Competencies:

- *Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*

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- *Evaluate the structure of texts including how specific sentences, paragraphs and larger portions of the texts relate to each other and the whole.*
- *Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics*

Focus Standards Addressed in this Module:

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G 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.)

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Important Standards Addressed in this Module

CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.

CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience.

- *Introduce the precise, knowledgeable claim.*

CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; 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.

CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.

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CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition.

- *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.*

Ongoing Standards addressed during this module:

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and

- *Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.*

CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of Standard English when speaking based on Grades 11–12 level and content.

Academic Vocabulary:

Author's Choice, Tone, Topic, Task, Audience, Syntax, Transitions, Claims, Counterclaims, Bias, Narrative, Synthesize,

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Module 4: Making a Difference in the Lives of others (Grade 12)

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> <i>(must be tied to the big ideas, essential questions and learning objectives/key skills)</i>
<ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? What does a reader look for and how can s/he find it? How does a reader know a source can be trusted? How does one organize and synthesize information from various sources? How does one best present findings? How does literature shape or reflect society? 	<ul style="list-style-type: none"> ➤ <i>A Tale of Two Cities</i> * ➤ <i>The Scarlet Letter</i> ➤ William Wordsworth Poetry <ul style="list-style-type: none"> ○ "Lines Composed a Few Miles Above Tintern Abbey" (p. 780) ○ "The Prelude" (p. 786) ○ "The World is Too Much With Us" (p. 790) ○ "London, 1802" (p. 791) <p>COMMON LIT</p> <ul style="list-style-type: none"> ➤ Why Do We Love to Hate ➤ Excerpt from The Prince ➤ Three Types of Friendship excerpt from the Nicomachean Ethics ➤ Can Machines Learn Morality ➤ How Resilience Works ➤ An Excerpt from the Autobiography of an Ex-Colored Man <p>COMMON LIT NOVEL MATERIALS</p> <ul style="list-style-type: none"> ➤ The Scarlet Letter 	<ul style="list-style-type: none"> ✓ Collins Type 1 and 2 Writing (at least 3 times per week) ✓ Collins Type 3 & 4 Writing ✓ Short Response questions that examine students ability to recognize, explain, and analyze text structures, parallelism, character motivation, and word choice ✓ Essay analyzing moral choices ✓ Discussions, literature groups, and Socratic seminars led by students

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Module 5: Adventures and Advice (Grade 12)

Module Overview:

In this module, reading, writing, speaking, and listening are focused around the big idea of independent expression. Students read from, and write to, informational text as well as classic and contemporary literature. Students engage in class discussions involving the informational text and literature to interpret diverse perspectives. Students apply a broad range of reading, writing, speaking, and listening skills. Students address how a writer influences the views and opinions of his or her audience. Key outcomes include evaluating how an author's point of view or purpose shapes the content and style of a text; citing strong and thorough textual evidence to support analysis of what the text says explicitly; evaluating how words and phrases shape meaning and tone in texts; writing with a sharp distinct focus; and evaluating how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility.

Key Skills:

Instruction will center on an essential question: Based on your own unique life experiences, what advice could you give to inspire others?

Module Objectives:

- *Evaluate how an author's point of view or purpose shapes the content and style of a text*
- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly*
- *Evaluate how words and phrases shape meaning and tone in texts*
- *Write with a sharp distinct focus*
- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect credibility*

Concepts:

- *Text Analysis*
- *Point of View*
- *Vocabulary*
- *Focus for Writing*
- *Critical Listening*

Competencies:

- *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on and related to an author's implicit and assumptions and beliefs.*
- *Evaluate how an author's point of view or purpose shapes the content and style of a text.*
- *Evaluate how words and phrases shape meaning and tone in texts.*
- *Informational: Write with a sharp distinct focus identifying topic, task, and audience. Argumentative: Introduce the precise, knowledgeable*

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claim. Narrative: Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.

- *Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.*

Focus Standards Addressed in this Module:

CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.

CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.

CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.

CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.

CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.

CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts.

CC.1.3.11–12.G 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.)

CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.

CC.1.3.11–12.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade- level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career- readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

Important Standards Addressed in this Module

CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.11–12.C Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section

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that supports the information presented; include formatting when useful to aiding comprehension.

CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition.

- *Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.*

Ongoing Standards addressed during this module:

CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

CC.1.4.11–12.T 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.

CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.

CC.1.4.11–12.X 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 discipline-specific tasks, purposes, and audiences.

CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and

- *Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.*

CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone.

CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, 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.

CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.

CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.

CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.11–12.G Demonstrate command of the conventions of Standard English when speaking based on Grades 11–12 level and content.

Academic Vocabulary:

Evaluate, Style, Topic, Task, Audience, Tone, Audience, Speaker's Perspective

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Module 5: Adventures and Advice (Grade 12)

<u>Essential Questions</u>	<u>Readings</u>	<u>Activities and Assessments</u> (must be tied to the big ideas, essential questions and learning objectives/key skills)
<ol style="list-style-type: none"> How do strategic readers create meaning from informational and literary text? What is this text really about? How do readers know what to believe? How does what readers read influence how they should read it? How does a reader's purpose influence how text should be read? How do readers know what to believe in what they read, hear, and view? How does interaction with text provoke thinking and response? What is the relationship between place and literature? What is the relationship of the write to tradition? 	<ul style="list-style-type: none"> ➤ From <i>The Iliad</i> (p. 806) ➤ <i>Alice's Adventures in Wonderland</i> * ➤ From <i>The Epic of Gilgamesh</i> (p. 788) ➤ Alfred Lord Tennyson Poetry <ul style="list-style-type: none"> ○ "In Memoriam, A.H.H" (p. 960) ○ "Tears, Idle Tears" (p. 969) ○ "Ulysses" (p. 970) ➤ Dylan Thomas Poetry <ul style="list-style-type: none"> ○ "Do Not Go Gentle Into the Good Night" (p. 1390) * ➤ Virginia Woolf Poetry <ul style="list-style-type: none"> ○ "The Lady in the Looking Glass: A Reflection" (p. 1192) ○ "From Mrs. Dalloway" (p. 1198) ○ "Shakespeare's Sister" (p. 1202) ➤ The Odyssey (video) <p>COMMON LIT</p> <ul style="list-style-type: none"> ➤ Allegory of the Cove ➤ The Myth of Daedalus and Icarus ➤ The Legend of Sleepy Hollow ➤ Alice's Adventures in Wonderland Chapter 12 * ➤ Building a Borderless World ➤ Mentors Play Critical Role in Quality of College Experience, New Poll Suggests ➤ Why Double Majors Might Beat You Out of a Job ➤ Do Not Go Gentle Into the Good Night * <p>COMMON LIT NOVEL MATERIALS</p> <ul style="list-style-type: none"> ➤ The Odyssey 	<ul style="list-style-type: none"> ✓ Collins Type 1 and 2 Writing (at least 3 times per week) ✓ Collins Type 3 & 4 Writing ✓ Short Response questions that evaluate word choice and the overall effect of poetry and poetic devices ✓ Essay analyzing character choice. ✓ Discussions, literature groups, and Socratic seminars led by students ✓ Short written responses that scrutinize author's style and point of view